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RETIRED WOMEN'S CONCEPTS OF LEISURE

by



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A THESIS

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ABSTRACT

Over the years, philosophers and theorists have developed a plethora of leisure definitions which contain variations of several themes. Leisure is a multidimensional concept which appears to have at least three major themes. Leisure as a state of being, as freedom and nonwork appear to be these themes. Traditionally leisure as nonwork appears to be the strongest theme.

The purpose of this study was to examine leisure definitions of a group of women who have had a work career and who are now the retirement, nonwork stage of their lifecycle.

Eighty retired women were selected from the files of the Society for the Retired and Semi-Retired, Edmonton, Alberta, Canada. They were over the age of 60 years, had been involved in full-time work for 10 years before retirement, had been retired for at least six months and had been involved in non-professional jobs during their work careers.

Four sections were designed to test the multi-dimensional concept of leisure. These sections were: (1) Retirement Activity Checklist, (2) Likert Scales, (3) Personal Definitions of Leisure and (4) Indicate leisure activity. Data was collected through a mail-out questionnaire and an in-home interview.

Factor analysis and content analysis were used

to analyze the data. Factor analysis was used as a means to discover the underlying concepts of leisure; while content analysis of respondents' personal definitions of leisure was used as validity check of the factor analysis process.

Both methods of analysis revealed three concepts of leisure. Respondents indicated that leisure as freedom was the most important concept. Leisure as a state of being or the personal intrinsic values of leisure was second. The third concept was leisure as nonwork. Nonwork as a concept was a mixed factor which was not clearly applicable within the retirement stage of the lifecycle.

Freedom, not nonwork, appeared to be the most important criteria in selection of leisure activities by retired women. The activity must be free from external obligations and be perceived as being free. Perception of choice appeared to be the key determining factor in the classification of activities and leisure.

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CHAPTER I

THE PROBLEM

JUSTIFICATION OF THE STUDY:

Two assumptions have been included within research in leisure and family relations. For men, it is assumed that the work role will be central in their lives. Conversely, for women the family role has been assumed to be most salient (Kanter, 1977). Traditionally, leisure has been defined as nonwork. Hence, most leisure studies have focused upon the numbers and types of leisure activities participated in by men after their working hours.

Despite the secondary importance attached to their work roles, women have always participated within the labour force. Currently over fifty percent of Canadian women are part of the labour force. This shift in roles held by women requires a re-examination of the definition of their work, leisure and family roles.

Kaplan (1979) and Rapoport and Rapoport (1975) state that women hold several roles throughout their life-cycle. However, the perceived definition of each role may differ at each stage. Research on post-retirement reorganization of roles has been focused on men. However, recent studies focusing upon women's adjustment to retirement suggest that they too must reorganize and redefine their roles in the absence of work (Colley, 1978; Keating and

Cole, 1978; Huff-Fox, 1977). The leisure role is assumed by some authors to replace the work role as the focal point of the retiree's role cluster (Kaplan, 1979; Peppers, 1976; Darnley, 1977 and Rapoport and Rapoport, 1975). Others state that the leisure role will remain constant before and after retirement (Havighurst et al, 1979; Darnley, 1977 and Peppers, 1976). However, retirement means a redefinition of a previous leisure role. Retirement along with leisure is usually defined as the absence of work. This presents a very special challenge to researchers to define leisure as perceived by retirees who have lost their work role.

STATEMENT OF PURPOSE:

This study will examine the leisure definitions of a group of women who have had a work career and who are now in the retirement phase of their lifecycle.

CHAPTER II

CONCEPTUAL FRAMEWORK

INTRODUCTION:

Over many years, family theorists have developed several different conceptual frameworks that provide focus and direction for their research on families. Through their choice of a conceptual framework investigators indicate the parameters and limitations of their research.

For the purposes of this study, this researcher has selected the developmental framework to examine the definitions of leisure of a group of women who are in the retirement stage of their lifecycle.

DEVELOPMENTAL FRAMEWORK:

Developmentalists view people as moving through several stages over their lifecycle. (Duvall, 1977; Rodgers, 1973; Rapoport and Rapoport, 1975) The examination of time and change across the lifecycle is a key issue confronting developmentalists. Time is considered critical to the developmental framework because people live within specific historical eras and move through developmental stages (i.e. marriage, retirement).

Historical or chronological time is one of the concepts used within this framework. It is marked by years or eras. Hence people born within a certain historical time (i.e. 1905-1920) will have had their lives

shaped by the major historical events of that time. Women in this study have lived through two world wars and a major economic depression. The major socio-political, economic and religious values of the early part of their lives emphasized the Protestant work ethic and strict male - female division of labour. However, more recently, they have experienced a shift in societal values and attitudes towards work-leisure and women's participation within the labour force.

Processual time or social process time is another concept used to measure time across the lifecycle of an individual or family. Social process time is marked by critical events such as marriage and retirement that are presumed to occur in the lives of most people. Rodgers (1973:77) notes that these events delineate segments of processual time. These units are distinguished by some variation in the structure of roles and positions at one period in time as compared to another period in time. The processual time unit, concerned with a specific process within the lifespace of an individual or family, is known as a stage. Retirement is one such lifecycle stage. Women in this study were in the retirement stage of their life cycle. All had a work career when women were expected to have only a family career. The career refers to a sequential development of roles and positions throughout the individual, work and family lifecycles. (See Figure 6: Relationships Among Age, Lifecycle,

Occupational Cycle, and Family Cycle). According to Rodgers (1973) a role is a set of expectations for the actor within a specific stage of the lifecycle. A position is formed when all roles which belong together and refer to one potential actor in the group are combined. Women within this study had had work careers. All had experienced family careers within their families of origin and some had family careers with their families of procreation.

Transitional points or events mark the end of one developmental stage and the beginning of another. For example, the act of retiring from a job is one such transitional point. At each transitional point, there is usually an exit from an old role into a new role. Entrance into a new developmental stage usually sees the emergence of a new role (i.e. women become wives upon marriage) or the re-definition of an old role (i.e. leisure in retirement).

For women within this study, retirement signals the loss of their worker role and the start of their retiree role. However retirement, unlike previous transitional points such as marriage or birth of a child, seems to lack a clear set of norms and expectations of what retirees should do. Roles during previous developmental stages are usually determined by the gender and marital status of the actor. For example, the work role is traditionally viewed as a male role while the family role

as a female role (Kanter, 1977). Single women have been the exception to this gender role assignment but only after they have failed to achieve a significant marital and/or family relationship. Work careers then become more important for never-married women.

Women within the study had three major roles: work, family and leisure. These are the roles which the Rapoport (1975) state that each individual develops across his/her lifecycle. (See Figure 1: Three Planes Representing Sectors based on the Individual Lifeline.)

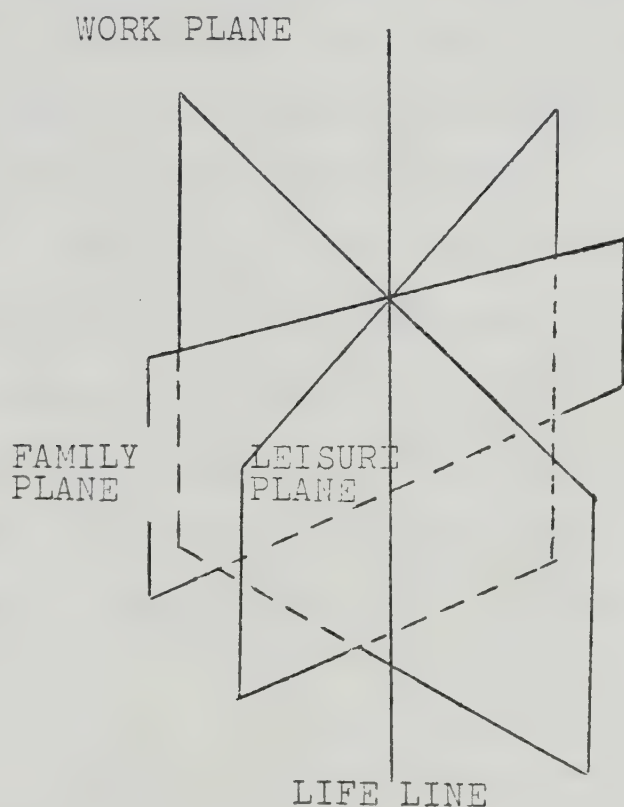


Figure 1: Three Planes Representing Sectors Based on the Individual Lifeline*

*From Rapoport, Rhona and Robert (with Ziona Streilitz) Leisure and the Family Life Cycle London, Boston: Rotledge and Kegan Paul, 1975.

They view each plane or role as a semi-autonomous career of its own. However, each plane interacts with the other along the life line of the individual. A critical transitional point such as retirement would be expected to bring about change in the role structure of the individual's life line.

For example, upon retirement there are few expectations placed upon retired males and even fewer placed upon retired females. Some authors like Blau (1973) state that retirement is the only time when an individual exits from an old role and fails to gain a new role. The dilemma faced by retirees appears to be how to respond to poorly defined role expectations.

One of the developmental tasks of retirees is to define the role expectations of retirement. This would include a definition of their leisure role in retirement as leisure is traditionally viewed as time away from work. This study will focus upon the meanings attached to female retirees' definition of their leisure role.

CHAPTER III

REVIEW OF THE LITERATURE

INTRODUCTION

Although philosophers and theorists have long discussed concepts of leisure, we have yet to develop and test a comprehensive definition. Murphy (1980) states that the development of concepts of leisure has been sufficiently haphazard that leisure has become an all inclusive term incorporating not only meaning but conditions, functions and opportunities in which recreation or play behavior occurs.

There are two possible reasons for this definitional difficulty:

1. The historical context in which leisure is defined.

2. The multidimensional nature of the concept.

The literature in this chapter will be reviewed under the following headings:

Leisure: A historical perspective

Leisure: A multidimensional concept

Leisure as a state of being

Leisure as freedom

1. Leisure limited by external forces

2. Leisure limited by internal perceptions

Leisure as nonwork

1. Problems in defining work-leisure
2. Work as a means of structuring time
3. Retirement, the nonwork lifecycle stage

LEISURE: A HISTORICAL PERSPECTIVE

Interpretation and comparison of leisure definitions within and between various historical eras will influence the definition of and the importance attached to leisure. For example, the early Greeks described leisure as being freed from work or necessity to pursue truth and knowledge. Leisure was, in fact, so highly valued they freed select citizens from daily work to pursue intellectual and artistic endeavors. The early Greeks appear to have defined leisure in a similar manner as has modern industrial society since elements of nonwork and self-expression seem to be common to both historical eras. However, the values attached to the leisure role may be quite distinct. Whereas, the leisure role was so highly valued and sought after by the early Greeks, it fell into public disfavor with the rise of the Industrial Revolution and the birth of the Protestant work ethic. Leisure came to be defined as idleness and was viewed as at least undesirable, if not sinful (De Grazia, 1964). More recently, increased discretionary time and money have partially been responsible for leisure's increased

popularity. However, the current concept of the leisure role existing along with the work role is not the same as the Greek concept in which leisure participants had virtually no work role.

Retirement, a lifecycle stage which is a result of having more discretionary time, provides greater freedom to pursue more activities than work (Kreps, 1971; Peppers, 1976). Both the concepts of leisure and retirement are frequently equated. However, leisure may occur at every lifecycle stage, including retirement. Both the concept of leisure and retirement are defined as nonwork. The concept of nonwork implies time away from work or necessity. Leisure in retirement lacks the work role by which it may be defined.

Retirees of the twentieth century appear to have several similarities to leisure participants of early Greece. Retirees are freed by society to spend their time in retirement, an institutionalized leisure role. Leisure, for the early Greeks, encompassed the concepts of nonwork, freedom and a contemplative life (Murphy, 1980). However, we know little of the importance of these concepts to the current generation of leisure participants in retirement.

LEISURE: A MULTIDIMENSIONAL CONCEPT

Over the years, philosophers and theorists have developed a plethora of leisure definitions which contain

variations of several themes. It is apparent that leisure is a multidimensional concept which appears to have at least three major themes. The first theme includes definitions in which leisure is seen as a state of being or as activities of self-expression (Aristotle; DeGrazia, 1964; Dumazedier, 1967). The concept of leisure as freedom is a very important second theme. This concept includes freedom from necessity (Aristotle; DeGrazia, 1964; Peppers, 1976 and Kelly, 1972) and perception of freedom (Neulinger, 1976; Kelly, 1972 and Kaplan, 1974). Finally leisure is viewed as nonwork or activities carried out away from work (Colley, 1978; Kaplan, 1979, Kelly, 1972, and Peppers, 1976). Within the past decade, researchers like Kaplan (1979), Kelly (1972) and Parker (1971) have suggested that leisure cannot be examined under just one major theme. Hence the understanding of each major theme becomes imperative in developing a comprehensive definition of leisure. In the following section, leisure will be examined under the themes of state of being, freedom and nonwork.

LEISURE AS A STATE OF BEING

Philosophers and researchers, who define leisure as a state of being or activity done for its own sake, emphasize its intrinsic value. Leisure has intrinsic value in that it may include the pursuit of truth and self-understanding, be seen as an end in itself

or provide an opportunity for self-growth and/or service to others.

According to the Greek philosopher, Aristotle, leisure was "the state of being in which activity is performed for its own end" (De Grazia, 1964:13). The purpose of such activity was to pursue truth and self-understanding. De Grazia, writing many centuries later, referred to leisure as "something personal, a state of mind or feeling" (1964:59).

An example in the 1960's of this concept of leisure was perhaps typified in the hippie - flower child movement. It challenged society to re-examine its strong Protestant work ethic and to achieve personal satisfaction through self-awareness. Dumazedier, the French sociologist, emphasized free exercise of creative capacity as a part of his definition of leisure during the same decade (1967). He later amended this phrase to a search for a state of satisfaction (1974).

Recent researchers like Kaplan (1979) and Colley (1978) have retained self-growth and self-expression in their definitions but have added the caveat that leisure activities should be constructive to the individual and/or society. For example, both Kaplan and Colley state that leisure should provide opportunities for personal growth and service to others (Kaplan, 1975, 1979 and Colley, 1978). This is a subtle but significant move towards incorporating values of the Protestant work ethic into

the concept of leisure. This may also be a reflection of changing societal values towards work and leisure which result in mixed values for these two concepts.

Kaplan views leisure as something which can provide productive focus and structure to man's lifestyle, particularly during retirement (1979). The imposing of work values upon leisure is not shared by all recent leisure theorists. For example, some would define leisure as any activity engaged in solely for its intrinsic enjoyment and which is defined as leisure and not work by its participants. The relationship between leisure and work will be discussed in greater detail under leisure as nonwork.

In review, leisure as a state of being is a subjective definition in which leisure activities are seen as having intrinsic value to the individual. Recently, personal intrinsic values of leisure appear to have been broadened to partially include the elements of productivity and contribution to self and/or society.

LEISURE AS FREEDOM

Traditionally definitions of leisure have been classified under two major themes: leisure as a state of being and leisure as nonwork. Implicit within both of these themes is the concept of freedom. For example, theorists imply that man must be free from the necessity of labour in order to pursue activities of self-expression

(Aristotle; DeGrazia, 1964 and Murphy, 1974). Similarly, time away from work also implies a certain degree of freedom. However, the concept of freedom within leisure is a compelling one and therefore should be considered as a separate major theme.

Within the leisure literature, freedom is seen as being limited by external forces such as subsistence needs, work, family or social obligations and by the individual's internal perception of the amount of choice she has to engage in an activity. Freedom, a release from the source of constraint, provides the participant with a choice. (Neulinger, 1976; Parker, 1971). For example, once subsistence needs have been met, an individual is free to pursue other activities (i.e. art, music, etc.) of interest, if she wishes to do so. However, not all individuals will perceive that there is a choice available to them. The differences between these concepts of freedom within leisure will be discussed in detail under Leisure Limited by External Forces and Leisure Limited by Internal Perceptions.

1. Leisure Limited by External Forces

Before an individual has the freedom to pursue other activities, provision of the necessities of life such as food, clothing and shelter is essential to guarantee her survival. Aristotle said that leisure meant the necessity of being born free from labour

(De Grazia, 1964: 11). Within early Greek society, only the masters achieved the state of leisure through their slaves providing the necessities of life. Down through the ages there has always been a leisure class where the pleasures of a few have been provided by the masses. However today more people within industrial societies are able to achieve their own basic subsistence needs in fewer working hours and at higher wages. Therefore, more people now have time and/or money to pursue discretionary activities.

Perhaps J. Pieper (1963:18) best described leisure's most salient characteristic as being "neither time or activity but freedom -- complete and absolute without pressure from necessity or need." The key phrase within Aristotle's and Pieper's definitions of leisure is freedom from necessity or need. Others have expanded this phrase to include freedom from work, family or social obligations (De Grazia, 1964; Dumazedier, 1967, 1974; Kaplan, 1975, 1979 and Colley, 1978). Essentially, "freedom from" means a release from necessity, work, family or social obligations to do any activity of choice. Dumazedier illustrated this when he defined leisure as:

"Freedom from a certain number and
from certain kinds of obligations,...
is characterized by a search for a state
of satisfaction" (1974: 73 - 75).

2. Leisure Limited by Internal Perceptions

Some researchers have argued that, although an individual may have achieved the state of being free from necessity, work, family or social obligations, she must also perceive she has the choice to do an activity (Kaplan, 1975; Colley, 1978; Kelly, 1972; Neulinger, 1974, and Parker, 1971). The degree to which an individual perceives she has freedom of choice may be determined by the degree to which she has met her obligations. For example, a potential leisure participant, who feels compelled to do a certain activity because it promotes her work or family status, may feel she has little choice.

John Neulinger has developed a model in which he attempts to examine leisure in terms of perceived freedom rather than work. His model (See Figure 2: A Paradigm of Leisure: A Psychological Definition) places all activities along a freedom-constraint continuum which is influenced by the individual's personal motivation to respond. Internal or external motivation stimulates the response to certain activities. Neulinger views motivation as the individual's potential for change and self-growth. He places motivation along an intrinsic-extrinsic continuum.

PERCEIVED FREEDOM

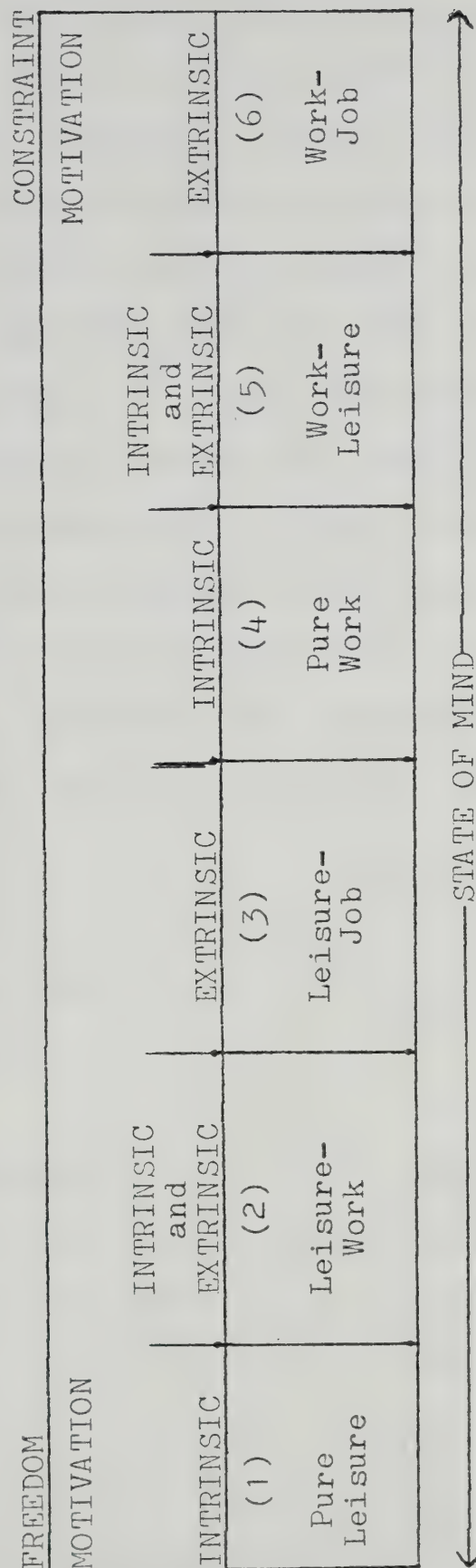


FIGURE 2: A Paradigm of Leisure: A Psychological Definition*

*John Neulinger, "The Need for and the Implications of a Psychological Conception of Leisure" The Ontario Psychologist, June, 1976, 8:15.

Perceived freedom may also be influenced by external forces which place constraints upon the choice of activities done. However, the individual's motivation to participate in certain activities and the value attached to these activities is very personal. For example, the pure leisure activities in cell 1 are freely engaged in and done for their own sake while pure work activities are done under some constraint but are intrinsically rewarding. It is not clear why Neulinger has placed 3 continuums in his model: freedom-constraint, intrinsic-extrinsic motivation and leisure-work. It appears that he uses work to split his intrinsic-extrinsic and leisure-work continuums into halves. His model might better be visualized as in Figure 3: Revision of Neulinger's model.

PERCEIVED FREEDOM

Freedom		Constraint	
Motivation			
	Intrinsic	Intrinsic and Extrinsic	Extrinsic
(1) Pure Leisure	(2) Leisure-Work	(3) Leisure-Job	
(4) Pure Work	(5) Work-Leisure	(6) Work-Job	
←———— STATE OF MIND —————→			

Figure 3: Revision of Neulinger's Model*

*Adapted from John Neulinger, "The Need for and the Implications of a Psychological Conception of Leisure", The Ontario Psychologist, June, 1976, 8:15.

In this revised model, the direction of the freedom-constraint and intrinsic-extrinsic motivational continuum is more apparent. The leisure-work continuum moves across the other continuums. Neulinger still places work in opposition to leisure. Had he incorporated a movement from pure leisure to pure work he would have had all three continuums moving in the same direction. This would have recognized the motivational influence upon both the leisure-work and freedom-constraint continuums. He has demonstrated that perceived freedom plays a very important role in determining where an activity falls along the leisure-work continuum.

Freedom as described by this theme can be viewed as freedom from necessity, work, family or social obligations. The degree to which an individual perceives she has a choice is the second concept of freedom.

LEISURE AS NONWORK

Leisure is frequently defined as nonwork time within industrialized societies. Time away from work is viewed as discretionary time to use as one wishes. However, there are two inherent difficulties in defining leisure as nonwork. The first problem lies in using a definition of work to define leisure. The second issue is the use of work as a standard to structure and to measure time.

1. Problems in Defining Work - Leisure:

Throughout the ages, work has gradually become the standard by which man measures his time, productivity and status within his community. However, work has not always been as highly regarded as it is in today's industrial societies. For example, the early Greeks and Romans viewed labour (work) as a necessary means to reach their desired goal (leisure). With the advent of Christianity, the meanings of work and leisure changed. While work remained necessary, it gained a positive value with the rise of the Protestant work ethic. Leisure, on the other hand, was viewed with disfavour. It was eventually symbolized as being irresponsible, pleasure seeking, idle, wasteful, and even sinful.

However, increased industrialization has meant that man has to work fewer hours to provide his/her basic necessities. The net result is increased nonwork time or free time. Leisure is once again being viewed positively by a society which places high value on individual self-worth and self-satisfaction. Leisure provides opportunities to achieve these societal values.

However, leisure is still conceptually tied to and dependent upon work for its definition. It is most often described as nonwork or time away from the job. Kando and Summers (1971:310) noted that the "failure to distinguish between the meanings of work and nonwork and

the forms of work and nonwork" lead to difficulties in examining the relationship between the two concepts. Parker (1971) notes that the two concepts leisure and work, are so intertwined in their definitions of one another that they should really be considered as part of the same problem.

Many of the difficulties encountered in defining either leisure or work depends upon which definition is used as a basis from which to define the other. For example, work may be defined as employment, occupation, or labour while leisure may be defined as free time or non-work. Labour is defined as activities necessary to ensure the survival of the individual or the species. Leisure in this case would be defined as freedom from activities necessary to ensure survival of the individual or species. On the other hand, employment is a job with specific responsibilities and rewards. Hence, leisure would be defined differently if employment rather than labour had been used as the work term basis.

Kelly (1980) provides further clarification of the definitional problems faced by leisure theorists and researchers. He defines the work-leisure terms along a continuum as follows:

Employment: A job with specific responsibilities and rewards.

Work: Productive activity which yields a result of economic or social value.

Nonwork: Activity that is outside the employment schedule and obligations and includes leisure. Required activity, such as maintenance and residual time.

Leisure: Activity chosen primarily for anticipated experiences, intrinsic and relational.

Kelly goes on to state that work is productive while leisure is non-productive and personal. Parker (1971) also defined work as a mean of making a living which may be considered as the modern equivalent of labour.

The real thrust of research should be to develop and test a comprehensive definition of leisure, which is not dependent upon work for its definition. This would clarify concepts of leisure into a standardized working definition which may be used in future research.

2. Work as a Means of Structuring Time:

Work, within industrialized society, does define leisure by structuring the time of its citizens. Time away from the job is viewed by society as being free time to do as one pleases. Often free time has been equated with leisure and has been used as a basic definition of leisure. "Time," De Grazia stated, "is considered to be free when not at work" (1964:5). However, it would be false to assume that all time after work hours is free and unobligated time for the individual. Nonwork time is not necessarily leisure time. For example, work-related, family and social obligations may also fill part of nonwork

hours. Consequently there are further definitional difficulties between leisure and work activities.

Both Kelly (1972) and Parker (1971) have attempted to develop theories examining the relationship between work and leisure by using work as a means of dividing time. Kelly, for example, defines leisure on two axes: discretion and work relation. The first axis is freedom or discretion. Any activity may be either freely chosen or determined. The second axis is work relation. Any activity may be independent from or dependent on work. (See Figure 4: Work and Leisure: A Simplified Paradigm.)

WORK RELATION	DISCRETION	
	CHOSEN	DETERMINED
	INDEPENDENT	DEPENDENT
	1. Unconditional Leisure	3. Complementary Leisure
	2. Coordinated Leisure	4. Preparation and Recuperation

Figure 4: Work and Leisure. A Simplified Paradigm*

Kelly visualizes activities which fall in cell 1 as freely chosen and not dependent upon work or occupation. While activities in cell 2 are freely chosen, they are dependent on work for meaning and/or structure. These activities are known as co-ordinated leisure activities.

*John R. Kelly, "Work and Leisure: A Simplified Paradigm," Journal of Leisure Research, 1972, 4:50-62.

The complementary leisure activities (cell 3) are determined by family and social obligations and are not dependent upon work skills. Finally, activities in cell 4 are viewed as preparation for or recovery from work.

Kelly's paradigm is very much tied to work for its definition and explanation. On the other hand, Parker (1971) sees a different kind of relationship. He has constructed a model in which work and leisure are examined along the axes of time and activity. He states that time and activity are common dimensions of leisure and work and not the sole domain of either. Unlike Kelly, Parker views movement along each axis (activity and time) as a continuum (See Figure 5: The Future of Work and Leisure).

		ACTIVITY	
		CONSTRAINT	FREEDOM
TIME	WORK	Work (employment)	Work Obligations (Connected with employment)
	NONWORK	Psychological Needs	Nonwork Obligations
			Leisure In Work
			Leisure

Figure 5: The Future of Work and Leisure*

*Stanley Parker, The Future of Work and Leisure, London: Paladin, 1971.

According to Parker, work and Leisure are but a part of the individual's lifespace. Through the dimensions of time and activity, he examines lifespace, the total activities of an individual in time. Through assigning work and leisure as activities along the activity dimension, Parker achieves a clearer definition of both. He is able to define leisure without reference to work along this dimension. However, in dividing the time dimension into work and nonwork time, he still does not achieve total autonomy for leisure. Although an activity is either done during work or nonwork time and is either constrained or freely chosen, work is still the determining factor structuring time within this model and thereby defines leisure.

The issue appears to be one of obligated time versus nonobligated time. Work can be viewed as obligated time in the same way as family and social obligations have been viewed by Parker and Kelly.

3. Retirement: The Nonwork Lifecycle Stage

As an individual relinquishes her work role and enters into the lifecycle stage known as retirement, the concept of leisure as nonwork needs to be re-examined. Both leisure and retirement are two concepts closely intertwined with the concept of work and are frequently defined as nonwork. While one can have a leisure role during all points in her lifecycle, retirement occurs

during a specific stage of her lifecycle (See Figure 6: Relationships Among Age, Lifecycle, Occupational Cycle, and Family Cycle.)

Leisure during the retirement stage of the lifecycle appears to raise two issues:

1. Its definition within the lifecycle stage delineated by an exit from the work role, and
2. The loss of work as a means of structuring time.

Both these issues will be discussed in the following section.

Both leisure and retirement are dependent upon work for their definitions. Both have also experienced similar historical rejection and acceptance by society. Societal attitudes towards leisure and retirement have been influenced by industrialization and the Protestant work ethic. The average worker spends a significant portion of his or her life in retirement after leaving the work role at a younger age. (Kaplan, 1979: Peppers, 1976; Fengler, 1975.) The result is that more people than ever before are entering the institutionalized leisure lifecycle stage known as retirement.

In the past, the Protestant work ethic has strongly influenced people's attitudes toward time not spent in productive activity. Leisure and retirement, which were initially viewed with disfavor, are now being more positively valued as the Protestant work ethic values decline. For example retirement, which was once

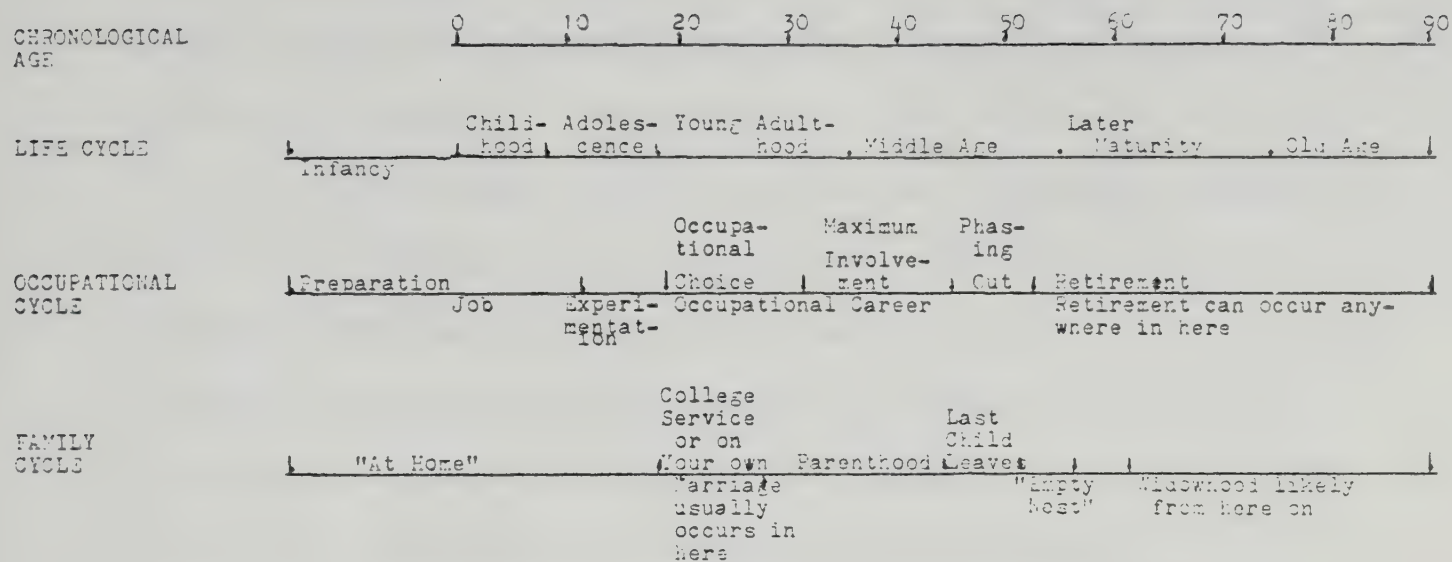


Figure 6: Relationships among Age, Life Cycle, Occupational Cycle, and Family Cycle*¹

* These relationships fluctuate widely for specific individuals
 1. Robert C. Atchley, The Sociology of Retirement, New York: Schenckman, 1977.

viewed as being the end of the line for workers, is now being viewed as a reward for many years of service (Atchley, 1975).

Attitudes toward leisure or retirement shape people's definition of the concept. Retirement, like leisure, has several different definitions. This creates further complications in examining leisure during the retirement lifecycle stage. For example, Atchley (1975) cites the following definitions of retirement:

1. Retirement only occurs after people stop receiving pay for services rendered and begin to receive a pension,
2. A retiree is someone who has no gainful employment during a given year or,
3. Retirement occurs when a person is not employed full-time, year round.

It is clear from these definitions that there is no clear concept of retirement but that it is definitely the absence of work in some form. For the purposes of this study, retirement is defined as a stage in a person's life when she is over age 60, has left the work role and has no intention of seeking future employment. While this definition does not eliminate the definitional concerns of leisure in a nonwork lifecycle stage, it does clarify the definition of retirement used in this study.

The second issue raised by retirement is the loss of the work role which previously structured time. Time as noted by Parker (1971) is common to both work and

leisure activities. It is also an important element within retirement. Work time has been considered the standard measure in assessing an individual's use of time. For example, within industrialized societies, the work day is the standard by which all other time is measured. Non-work is considered to be leisure.

With the loss of the work role in retirement, all time becomes nonwork time. Leisure is included within this nonwork time. Retirees have obligations which must be met first before participating in leisure or non-obligated activities. Retirement, like leisure, at other stages of the lifecycle, offers retirees the opportunity to structure and control their own use of time with activities of their choice. The loss of the work role is also a loss of structure and external control over activities done. This may also cause a loss of focus and productivity during retirement.

Some researchers believe that leisure may form a key role in retirees' adjustment to the loss of their work role (Kaplan, 1979; Peppers, 1976 and Atchley, 1976). However, the important key to acceptance of the leisure role as being most salient in retirement may be the attitudes and meanings attached to the concept of leisure.

Roadburg (1981) and Hendricks and Hendricks (1977) raise the issue of whether what we now call leisure retains its same meaning when it is not integrated into the work cycle. It is possible that women may be unique

because they have always had two roles, the work role and the homemaker role. They have experienced the externally structured work role while also experiencing the internally structured homemaker role. Consequently, women have had a different work - family - leisure interface to prepare them for retirement, an unstructured lifecycle stage. It is therefore important to examine female retirees' concepts of leisure within retirement because their lifecycle interface of work, family and leisure may be unique.

This becomes even more important when one considers that more than fifty percent of the Canadian labour force is made up of women. As more women work, more women will be retiring having experienced the interaction between their work - family - leisure roles. Previous studies have shown that women's adjustment to retirement is not just solely determined by their participation in the labour force (Huff-Fox, 1977; Colley, 1978; Keating & Cole, 1978 and Heyman, 1970). The current cohort of retired women have viewed their work role as a secondary one. This will have some bearing upon how they define leisure or view retirement. The loss of the work role may have an impact upon their definition of leisure. It is, therefore, important to examine leisure with an age cohort of women who are now retired.

CHAPTER IV

RESEARCH METHODOLOGY

With a grant from the Canadian Research Institute for the Advancement of Women, Dr. Norah Keating conducted a research project on Women's Work Careers and Retirement during the summer of 1980. The initial study had two purposes:

1. To describe the work careers and the interface between work and family of a group of retired women.
2. To examine the resources of these women and the relative impact of marital status on these resources (Keating, 1980).

However, during the initial planning stages of the project, the third purpose of examining concepts of leisure during retirement was added. This author was invited to design a specific section of the research instrument to meet that third goal.

The following sections on sampling, instrumentation and data analysis will outline the design, development and implementation of the study.

SAMPLING

SAMPLE CRITERIA

While more than fifty percent of Canadian women are currently employed, the percentage of women now retired from full-time employment is much smaller. (Canada. Statistics Canada, 1977) Therefore, the task of locating and contacting a sample of retired women can be extremely difficult. For this study, the research sample was obtained through the Society for the Retired and Semi-Retired in Edmonton, Alberta. Membership within the Society included several hundred retired and semi-retired individuals over the age of 60 years. Older women were selected as respondents within the study if they:

1. Were over the age of 60 years.
2. Had been involved in full-time work for at least 10 years before retirement.
3. Were currently retired and had been retired for at least 6 months before the interview.
4. Had been involved in non-professional jobs during their work careers.¹

SAMPLE SELECTION

Names of potential sample members were drawn

¹For the purposes of this study the Canada. Statistics Canada. Occupational Classification Manual Census of Canada, 1971, Vol. 2, was used.

from the files of the Society for the Retired and Semi-Retired. Each file contained information on age, type of work done, interests, hobbies, etc. Older women, who had indicated a non-professional work history or a work history without specifying the type of employment done, were selected as potential respondents. Later a purposeful selection occurred to include a significant number of never married women within the sample. Marital status was considered to be an important discriminating variable as to the type and length of work history women had.

Two hundred and seventy people were selected and contacted by letter. "Of those, 173 were dropped from the sample for the following reasons: did not meet sample criteria (80), could not be contacted (58), refused because of disinterest or illness (34), deceased (1). Ninety-seven women were sent questionnaires. Of these, 11 declined further participation. Eighty-six interviews were subsequently conducted. A final screening showed that six of those interviewed did not meet sample criteria and they were eliminated from the study." (Keating, 1980:6) The final sample size was 80 retired women.

DATA COLLECTION PROCEDURE

1. Potential sample members were selected from the files of the Society for the Retired and Semi-Retired.
2. The Society for the Retired and Semi-Retired sent a letter to potential sample members describing the

project and inviting them to participate in the project. (See Appendix A: Letter from Society for the Retired and Semi-Retired)

3. One week to 10 days after the letters were mailed, Gretchen Brundin, a project interviewer, or the author called to request their participation in the project and to check that they met the sample criteria.
4. Those who had agreed to participate were mailed a letter explaining the project and a copy of the work career form which included questions on all past employment as well as questions on current retirement activities. (See Appendix B: Project Letter and Mail-out Questionnaire) Data from the current retirement activities were used for this thesis. (See Appendix D: Thesis Questions)
5. Ten days after the work career form was mailed, the respondent was again contacted by telephone to confirm a time for an in-home interview.
6. The length of in-home interviews varied from 45 minutes to 2 hours. Interviewers followed the work and retirement interview outline and had been trained to ensure maximum uniformity in questioning procedures. (See Appendix C: In-home Interview) (Keating, 1980)

SAMPLE DESCRIPTION

The final sample was composed of 80 non-professional, retired women. The mean age of the sample

was 68.5 years with respondents ranging from 60 to 79 years of age. While most respondents had migrated to Edmonton, 36.8 years was the mean length of residency.

Women who had reached maturity during the depression years frequently delayed their marriage. The pattern was shown by this sample whose mean age at the time of marriage was 24.6 years. By the time this study was conducted, 36 of the ever married women had been widowed at least once and sometimes twice. The final sample composition was widows (40%), never married (27.5%)², married (23.7%) and divorced or separated (8.7%). Ever married women had a mean of 2.6 children.

While over half of the women had begun their first job by age 18, a few women entered the work force as late as age 45. Most had ended their formal education with some high school and later supplemented it with career training, e.g. secretarial training (28.7%). Others had some high school education (23.7%) or less (13.7%).

Respondents had varied work-careers with sales clerks, typists, waitresses, teachers' aides, telephone operators, farmers, back-hoe operators, nurses' aides and

²More never married women were included with this sample than would be found in a random sample of 80 retired women due to the purposeful sampling technique used.

aircraft assemblers listed as some of the jobs they had done. Their median age at retirement was 63 years.

Since their retirement, 51.9% of the respondents lived on \$10,000 or less per annum. However, 27.5% felt that their income was inadequate to meet living expenses. Income, or perceived adequacy of income, may have an effect upon the frequency and type of leisure activities done by respondents of this study.

SAMPLE LIMITATIONS

This sample was purposefully selected according to specified criteria and the need to include a significant number of never married women within the sample. This is an acceptable technique where the boundaries of a population are difficult to define (e.g. retired non-professional women) and where the aim of the research is to obtain insight into the relationship between variables (e.g. leisure, work and retirement) within a specific population (Sellitz, Wrightman and Cook, 1976; Kerlinger, 1973). While the strength of this technique is to define social characteristics of social groups, it is difficult to determine the representative distribution of these characteristics or to estimate the sampling bias. For example, women for this study were chosen from the same age-cohort but professional women and housewives from the same age-cohort were excluded from the sample. Therefore, care must be taken in generalizing these results to the

larger population of retirees.

Another possible limitation of this study is the self-selection process that membership within a specific organization like the Society for the Retired and Semi-Retired may encourage. It may attract more retirees who are active, outgoing and sociable than those who are homebound and withdrawn. Therefore, a sampling bias may have occurred due to the self-selection process of voluntarily having membership within a specific organization.

INSTRUMENTATION

DEVELOPMENT OF THE RESEARCH INSTRUMENT

A two-stage data collection process was designed for the larger project. Data were obtained through a mail-out questionnaire and an in-home interview.

The mail-out questionnaire comprised two sections:

1. The first section requested information about work careers (e.g. type of employment, length of employment, etc.) while the latter section gathered information about retirement activities including type and frequencies.
2. The in-home interview contained sections on demographic information, work-career information, social and family network information, leisure information and Keating's (1980) revision of Neugarten's (1961) life

satisfaction scale.

In the following section is a discussion of the development of the leisure sections of the mail-out questionnaire and in-home interview.

DEVELOPMENT OF THE LEISURE SECTIONS OF THE RESEARCH INSTRUMENT

Four sections on leisure (See Appendix D: Thesis Questions) were developed for this study. These are: (1) Retirement Activity Checklist, (2) Likert Scales, (3) Personal Definitions of Leisure and (4) Indicate Leisure Activity. These sections were designed by the author to test the multi-dimensional concept of leisure. Each section was designed to be incorporated within the mail-out questionnaire and in-home interview format of the larger project.

1. Retirement Activity Checklist

Early in the design of the mail-out questionnaire, it became very apparent that the checklist approach, used in previous leisure research studies to determine participation in leisure activities, would be inadequate alone to test concepts of leisure. The checklist approach would enable researchers to determine the number of activities done by participants within a specified time but would not enable researchers to examine concepts of leisure. However, a checklist may serve as a foundation upon which other

tests or scales could be developed, i.e. Likert Scale. Therefore, a simple checklist from the All-University Gerontological Centre, Syracuse, New York, was chosen and revised to determine how often retirement activities were done (i.e. never done to done daily). This was entitled The Retirement Activity Form (See Appendix D: Thesis Questions). Retirement activities on this form became the foundation of subsequent leisure sections.

2. Likert Scales

Three 5-point Likert Scales were developed from Peppers' definition (1976) which contained the concepts of freedom, state of being and non-work in measurable terms. These scales were: (1) voluntary--compulsory, (2) necessary--unnecessary and (3) enjoyable--unenjoyable. Respondents were asked to rate each retirement activity by placing an X on the line which most reflected their reasons for doing it. For example, a respondent could rate the activity, shopping, as follows:

Shopping

a. Do you consider this activity to be:

Voluntary ___ ___ X ___ ___ compulsory

b. In order to meet your daily living requirements is this activity:

Necessary X ___ ___ ___ ___ unnecessary

c. Do you feel that this activity is:

Enjoyable ___ ___ ___ X ___ unenjoyable

3. Personal Definition of Leisure

During the in-home interview, respondents were asked the open-ended question, "Could you tell me how you define leisure?"

4. Indicate Leisure Activity

Respondents were finally referred back to the retirement activity form and asked to check off which of those retirement activities they considered to be leisure for them.

Both the mail-out questionnaire and the in-home interview schedule were pre-tested by five older women. Then three interviewers were trained to ensure maximum uniformity in questioning procedures for the in-home interview schedule.

DATA ANALYSIS

CODING

Two coders working independently coded all open-ended questions from both the questionnaire and interview. Inter-coder reliability was .98.

METHODS OF DATA ANALYSIS

Two methods of data analysis were used to analyze the data. Factor analysis was used as a means to discover the underlying concepts of leisure, while content

analysis of respondents' personal definitions of leisure was used to verify the concepts of leisure found by the factor analysis process. Both methods will be discussed in this section.

1. Factor Analysis

Factor analysis is one method by which a researcher may reduce "a large number of measures to a smaller number called factors by discovering which ones 'go together' (which measures measure the same thing) and the relations between the clusters of measures which go together" (Kerlinger, 1973: 468). Factor analysis provides "a simple interpretation of a given body of data and thus affords a fundamental description of the particular set of variables analyzed" (Harman, 1967: 5). The purpose of this thesis is to examine definitions of leisure to discover the underlying concepts of leisure.

The idea of factor analysis is based upon Spearman's two-factor theory and Pearson's product-moment correlation. Intercorrelations can be obtained from a number of variables for a specific group of subjects. The question is whether all variables measure the same or different concepts or traits. If there is only one clustering, the variables are measuring only one factor. If there is more than one cluster, then factor analysis can group variables together into several clusters or factors. The variables which are measuring the same trait

or concept are known as a factor. The inter-correlation between factors can be treated and interpreted in the same manner as the inter-correlation between individual test variables.

(i) Criteria for Selection of a Factor Analysis Program

There are a number of ways to factor a given correlation matrix, the first step in factor analysis (Harman, 1967). According to Gurel (1974) and Harman (1967), statistical simplicity and content meaningfulness should serve as guides in selecting the preferred factoring solution. For example, statistically, the principal axes account for the maximum variance in each factor during the initial stage of the factoring process. The principal axes are based upon the Pearson product-moment correlation, while the centroid method is used when the principal-factor is too laborious. It is only an approximation of one of the principal axes (Harman, 1967).

Specific statistical guidelines to be used for selection of a particular factoring procedure are as follows:

1. The data must be presented in matrix notation, that is, the factor model must be a linear one.
2. The solution must be parsimonious. The number of common factors should be less than the total number of variables.
3. The contribution of each factor to the total variance

of the variables should be in descending order, that is, each successive factor should contribute a decreased amount of the total communality.

4. Methods of assigning variables to factors must be part of the research design.
5. An orthogonal rather than an oblique frame of reference is desirable. This type of rotation of axes removes complexity resulting from the number of variables, provides the maximum separation of factors and arrives at the simplest structure (Harman, 1967; Gurel, 1974).

While factors must be statistically simple, they also must be conceptually relevant to the specific subject area. This is extremely important for researchers within the social sciences. It is entirely possible but conceptually nonsensical to compare statistically apples and oranges. Therefore, the number of factors and interpretation of the factors need to be tied conceptually to the relevant body of literature throughout each step of the factor analysis process.

The leisure literature revealed three concepts. These underlying concepts needed to be considered throughout the factoring process. Leisure as a state of being, as freedom and as non-work were concepts outlined in various definitions of leisure. These concepts served as guidelines for the selection of variables to be included within the initial matrix and in determining the number of factors found.

(ii) Factor Analysis: SPSS Program

The SPSS program on factor analysis offers the user major alternatives at each of the three steps of factor analysis. These steps are:

1. Preparation of the correlation matrix.
2. The extraction of the initial factors or the exploration of possible data reduction.
3. The rotation to a terminal solution or the search for simple and interpretable factors (Kim, 1975).

At each step the user may choose from two programs. For example, at step 1, the user may choose either: the R-factor analysis (correlation between each pair of social characteristics) or the Q-factor analysis (correlation between each of individuals, objects or communities) (Kim 1975). The R-factor analysis was used in this study to establish the correlation between each pair of leisure variables. During step 2, the user may use deferred factors or inferred factors to extract the initial factors. Deferred factors are found from exact mathematical transformations from the original data but are orthogonal (uncorrelated) to each other. Inferred factors assume that the observed correlations are the results of some underlying regularity within the data (Kim, 1975). This author assumed that the observed leisure variables had fewer underlying concepts which were common to some leisure definitions and not to others. Therefore,

inferred factors were used to extract the initial factors. Finally, the user must decide whether to use the orthogonal rotational method or oblique rotational method of obtaining the terminal factors. Orthogonal factors are uncorrelated while oblique factors may be correlated (Kim, 1975). There is no set way of determining which method of rotation to use. The rule of thumb should be that the final solution should be statistically simple and theoretically meaningful. The orthogonal method was chosen to complete the final rotation of factors in this study.

(iii) Number of Variables Included Within the Factor Analysis Process

All variables included in the research design were selected for their representativeness of leisure-work activities done during retirement. Initially all 122 variables were to have been included within the factoring process. However, the SPSS program would only factor a maximum of 100 variables per run. Therefore, all 22 variables on how frequently each activity was done were dropped. How often women do an activity may not affect how they feel about or define the activity. Having fewer subjects than variables was also a limitation which resulted in having a singular matrix formed.³ However, from

³A singular matrix has one or less response per cell.

this run it was possible to determine that variables having a factor loading of less than .30 should be eliminated from further runs (See Table 1: Initial Factor Analysis: 90 Variables).

A further examination of the Likert scale variables of voluntary-compulsory, necessary-unnecessary and enjoyable-unenjoyable revealed missing responses. All missing data had been coded as 3 (mid-point) on the scale if the subject had not done the specific activity within the last three years. Thus the results were skewed (See Table 2: Frequencies: Amount of Involvement in Activities). A review of the frequency scores of how often you do each activity eliminated all variables with 30 or more missing responses from further analysis (See Table 1: Initial Factor Analysis: 90 Variables for a list of these variables).

Therefore, the final run included the following 44 variables:

Shopping 2	Walking 4
Shopping 4	Meal Preparation 2
Visiting Family 3	Meal Preparation 3
Visiting Family 4	Meal Preparation 4
Visiting Friends 2	Housework 3
Visiting Friends 3	Housework 4
Visiting Friends 4	Watching TV 2
Volunteer Work 2	Watching TV 4
Volunteer Work 3	Reading 2
Volunteer Work 4	Reading 4
Travelling 2	Visiting Family 5
Travelling 3	Visiting Friends 5
Travelling 4	Travelling 5
Attending Club Meetings 2	Attending Club Meetings 5
Attending Club Meetings 4	Attending Religious Services 5
Attending Religious Services 3	Attending Movies 5
Attending Movies 2	Hobbies 5
Attending Movies 3	Napping 5
Attending Movies 4	Walking 5
Hobbies 3	Meal Preparation 5
Napping 4	Watching TV 5
Walking 2	Reading 5

Note

All 2's signify 5-point Likert Scale of voluntary-compulsory.

All 3's signify 5-point Likert Scale of necessary-unnecessary.

All 4's signify 5-point Likert Scale of enjoyable-unenjoyable.

All 5's signify whether activity is leisure.

Each variable was placed in the factor having its highest factor loading. Finally all variables within the factor were analyzed for common themes and the factor was named.

2. Content Analysis

Qualitative data are obtained from open-ended questions. These data do not fall into pre-determined data categories. Content analysis is the method frequently used by researchers to categorize the qualitative responses obtained. However, it is important to ensure that the content analysis is carried out in a systematic and objective manner. Sellitz, et al. (1976) note that (1) the categories of analysis used to classify the content should be explicitly defined, (2) that analysis must methodically classify all relevant materials and (3) that some quantitative procedure is used to order and count the data presented. This was the method used to categorize the data obtained from the respondents' personal definitions of leisure.

(i) Procedure for Content Analysis

All responses were scrutinized to determine which statements would be included under the concepts of freedom, state of being, non-work. Key words or phrases such as voluntary, free time and choice were selected for leisure as freedom. A similar procedure was carried out

for each of the categories. Key words for state of being were enjoying, pleasure, do it for own sake. Non-work, free time and no obligations were keys for the concept of non-work.

If a definition contained one or more of these key words it was counted in each category, i.e. freedom, state of being and non-work. It was possible for respondents to be counted one or more times for this question. Therefore, each category was treated as a separate response rather than an accumulated total of the same variable. Ranking of the categories was done after counting the number of responses out of 80 possible responses for each category.

CHAPTER V

RESULTS AND DISCUSSION

SUMMARY

Three underlying concepts of leisure were confirmed by factor analysis of the data. Factor I, leisure as freedom, was considered to be the most important concept by respondents of this study. Factor II, leisure as a state of being or self-expression, was the second concept of leisure. Factor III, leisure as nonwork, was the third concept of leisure.

Similar concepts of leisure were found in a content analysis of respondents' personal definitions of leisure. Freedom, enjoyability and nonwork were common themes within their definitions of leisure. While some definitions only contained one concept, others contained two or three concepts of leisure.

The three underlying concepts, freedom, state of being and nonwork, fell in the same order of importance in both the factor analysis and content analysis of the data.

The following section includes a discussion of
1) the factor analysis and 2) the content analysis under these factor headings:

- a) Leisure as freedom
- b) Leisure as a state of being
- c) Leisure as nonwork:

FACTOR I

LEISURE AS FREEDOM

1. Factor Analysis of the Variables

Respondents who were freed from the constraints of the work role considered freedom to be the most important concept of leisure. Two conditions of freedom were present before respondents considered the activity to be leisure. First, they indicated that they must perceive they had a choice in selecting their activities. Second, activities included within Factor I were free for the most part from the external constraints of work, family and social obligations (See Table 3: Retired Women's Concepts of Leisure).

Perception of choice was the strongest theme within this factor. All activities shown in Factor I were perceived as leisure by participants of the study. Of all the retirement activities rated, only 36% of them were viewed as leisure (See Table 4: Frequencies : Is This Activity Leisure?). However, all but one of these perceived leisure activities were grouped within this factor, leisure as freedom. Hence it seems that even in retirement some activities are seen as leisure because they are freely chosen, while others are not leisure because of external constraints placed on them through work, family or social obligations.

These findings would support John Neulinger's argument that perception of choice appears to be the key

factor which determines whether or not an activity is leisure. The perception of choice is determined by the activity's relationship to the participant's other obligations (i.e. work, family and social). If the perception of choice is missing, then the participant does not perceive the activity as leisure.

Participants also indicated that freedom from external constraints was a necessary second condition of this factor. Activities perceived as leisure were not only free from the work role but were also free, for the most part, from external obligations (i.e. family and social). However, respondents did not consider activities such as attending religious services, attending club meetings or meal preparation to be leisure. These activities appeared to have stronger external constraints which required the respondents' participation and were not perceived as leisure. Activities not perceived to be leisure had the lowest factor loadings in Factor I.

Although other activities like visiting family and visiting friends may have some inherent obligations, participants perceived that they had a choice to do or not to do the activities. Perhaps the degree of constraint to do these activities was not as great as the constraints placed upon activities perceived as non-leisure. Both visiting family and visiting friends had very high factor loadings and were perceived as leisure.

Other external factors such as company and/or

government policies regarding the age of retirement may influence the perceived selection of available retirement activities. For example, only 26% of the women in this study said they chose to retire because they looked forward to being involved in activities other than work. However, despite the fact that the majority of subjects saw retirement as compulsory, they may have perceived the retirement stage of the lifecycle as providing them with more options than did their work role. Retirement allowed these women to plan, manage and control their involvement in activities.

In addition, their greater sense of freedom to participate in activities of their choice may be as a result of their loss of a work role and its related demands and activities. Prior to their retirement, women within the sample had worked in non-professional jobs and had had work careers, which were controlled by forces outside of themselves such as economic conditions, family demands and employment policies. Retirement may represent the freeing of one of the major constraints of their lives in the loss of the work role. Therefore, retirement may represent the first time this cohort of women has had a substantial leisure role and the choices implicit within this role. They have indicated that they must have a certain degree of freedom from external constraints and must perceive they have a choice before they will state an activity is leisure.

2. Content Analysis of Own Definition of Leisure:

Participants of this study were asked to respond to the open-ended question, "What is leisure?" The content analysis of this question confirmed the author's assumption that leisure is multidimensional and comprises three major concepts. The analysis of the data revealed three concepts of leisure. It also confirmed the findings within the factor analysis section that freedom was the most important concept of leisure. Seventy-one percent of the respondents⁴ stated that leisure was freedom to choose to do something they wanted to do. Responses like "Doing something I want or like to do" were the most common ones under the concept of leisure as freedom. Others elaborated a little on the same theme. For example, one woman defined leisure as "Doing something different than what you generally do, but (it is) not to do nothing. Freedom of choice to do it." However, another lady felt that leisure may include doing nothing so long as she has the choice. The perception of choice to do or not to do appeared to be a very important prerequisite in the definition of an activity as leisure. For example, one woman felt "You must have a choice to do it (the activity) or not" while

⁴ Note that respondents could have more than one leisure concept in their leisure definitions. The percentage indicated here and other factors show the percentage of total responses which had the concept of freedom, state of being or nonwork.

another emphasized "Not (being) compelled to stop to do something else" as freedom of choice. The last definition indicated removal of some of the external constraints (i.e. loss of the work role). Retirees appear to have more freedom to choose their activities with less responsibility for work and/or family.

Finally, one woman defined leisure in retirement. She stated that leisure is the "opportunity to do what you want to do in your leisure time. Retirement is leisure. (You are) free to pursue activities you are interested in and that are worthwhile and help other people." She has added the caveat that leisure is freedom as well as being useful to society. For this woman the leisure role has provided a focal point to her retirement activities which is as productive and rewarding as her work role. This would perhaps lend some support to Kaplan's (1979) idea that there are key roles around which people build their lives. In this instance, leisure may be that key role.

In summary even in retirement, the themes of freedom from obligations and perception of choice must be present in some degree before an activity is considered as leisure. These conditions must occur even though retirees are living during a life cycle stage which has fewer external constraints. It is also apparent that these retired women use the concept of freedom to determine which of their retirement activities are leisure.

FACTOR II

LEISURE AS A STATE OF BEING

1. Factor Analysis of the Variables

Leisure as a state of being was the second most important concept of leisure. It was most apparent that activities found under this factor were done for the pleasure of the participant (See Table 3: Women Retirees' Concepts of Leisure).

All activities found in Factor II were rated relatively high on both being enjoyable and voluntary. For example, participants rated travelling as being enjoyable (72%) and as being voluntary (71%). It would seem that the higher the intrinsic value of an activity to a participant, the more it is seen as having been freely chosen. Therefore, one would expect participation within such activities to provide high intrinsic satisfaction. This would tend to contradict Miller's (1976) hypothesis that there are no norms to allow retirees to gain self-respect or a source of identity through their leisure role. Kaplan (1979) and Colley (1978) both state that an identity crisis may occur at retirement when people shift from having work to having leisure as their most central role. However, they differ from Miller in that they suggest that leisure may become the retirees' source of intrinsic satisfaction. Activities within this factor appear to provide the respondents with a source of intrinsic

satisfaction. If so, the findings of this study would tend to support Kaplan's and Colley's hypothesis that leisure may become the retiree's most central role.

However, it must be noted that the activities with the highest factor loadings are only rarely engaged in by participants of the study. Sixty-six percent of the respondents travel less than once a year while 67% attend movies less than once a month. (See Table 2: Frequencies: Amount of Involvement.) It may be that although women retirees see the intrinsic value of leisure as important, they are involved in few such activities themselves. It is just as important to note that these women were socialized and had work careers in an era in which the Protestant work ethic was strongly valued. Therefore, they may be caught in a transitional shift in societal values of leisure and work. They may accept but fail to operationalize the new norm that activities may be engaged in solely for their intrinsic value. They may also recognize the intrinsic value of having a leisure role during retirement but once again fail to operationalize this role. Women retirees may be moving toward a leisure role in retirement.

On the other hand, retired women may have been prevented from participating in activities upon which they have placed a high intrinsic value due to external constraints beyond their control. For example, the majority of respondents lived on less than \$10,000.00 per annum. This fact alone must severely limit participation

in some highly valued leisure activities such as travelling.

2. Content Analysis of Own Definition of Leisure

The content analysis of respondents' definitions of leisure confirmed that leisure as a state of being was the second most important concept. Forty-six percent (46%) of all respondents included as part of their definition the idea that leisure provided some intrinsic value for them. For the majority of respondents this meant doing something they enjoyed doing. Often they linked their statement about enjoyment to a statement about freedom. For example, "Doing what you like when you like" is a reflection of the interrelationship between enjoyable and voluntary found in the factor analysis. It is also a reflection of the multidimensionality of leisure. Another example of this interrelationship is illustrated by these definitions: "Doing what you wish, what you enjoy" and "Doing what you want to do (and) what satisfies your soul."

However, others very clearly considered leisure to be an activity which gives you satisfaction alone. For example, one lady emphatically stated that leisure is "Done only for personal satisfaction", while another stated that leisure is "Doing the things you enjoy doing but don't have to do and doing things that give you a certain amount of satisfaction".

It is apparent that leisure is something which

produces enjoyment and/or personal satisfaction. However, one retiree also felt that leisure should be productive as well as giving you enjoyment. She states that leisure is "Doing something you're happy doing and that helps others." This may provide self-respect through leisure activities for this woman. Others were able to gain this self-respect and identity through the personal satisfaction or enjoyment achieved from their participation in activities of their choice. Again, these women have indicated that leisure may provide them with a new role around which they can gain self-respect and identity in retirement.

FACTOR III

LEISURE AS NONWORK

1. Factor Analysis of the Variables

Activities found in Factor III are, in the traditional definition, nonwork because they do not produce an income from employment (See Table 3: Women Retirees' Concepts of Leisure). However, they may be viewed as obligations which, from necessity, must be done. Respondents of this study rated all the activities found in Factor III as being necessary for them to do. What is not apparent is whether physiological or psychological needs cause these activities to be viewed as necessary. For example, both meal preparation and housework may be viewed as meeting the participant's need for food and

shelter. On the other hand, obligations, such as volunteer work and attending club meetings, appeared to be meeting some psychological needs (i.e. self-worth) of the participant.

Activities within this factor, do not appear to be either leisure or work in the traditional sense. None of the activities were perceived as leisure by respondents of this study. The activities appear to fall along a work-leisure continuum which is influenced by the amount of constraint felt by a participant to do the activity and the level of enjoyment derived from participation in the activity.

However, activities within this factor may be interpreted through Kelly's (1972) work-leisure paradigm or through Parker's (1971) work-leisure theory. This factor will be discussed under these two work-leisure models. Activities easily fit into Kelly's work-leisure paradigm (See Figure 7: Kelly's Work and Leisure: A Simplified Paradigm). For example, both meal preparation and housework (cell 4) are highly determined and dependent activities which must be done. They provide little choice and enjoyment to the participant.

DISCRETION

WORK RELATION	Chosen		Determined	
	Independent	1. Unconditional Leisure Walking for Pleasure	3. Complementary Leisure Visiting Friends Visiting Family Club Meeting	
	Dependent	2. Coordinated Leisure Volunteer Work	4. Required Activity Meal Preparation Housework	

Figure 7: Kelly's Work and Leisure: A Simplified Paradigm
1972

Activities (in cell 2) are related to work but are freely chosen. Volunteer work falls into this category.

Respondents rated this activity as not only voluntary but also highly enjoyable. It may be that through such work-related activities that participants gain a productive sense of achievement, self-worth and pleasure. While some activities have less dependence upon work, they are highly determined by other role expectations (cell 3). These activities include visiting family and friends and perhaps involvement in clubs and organizations. Finally, there are activities which are freely chosen as an end in themselves. These activities, Kelly calls unconditional leisure (cell 1). Walking or strolling for pleasure falls into this category.

While Kelly's paradigm offers one way of interpreting this factor, Parker's work-leisure theory (1971) provides another. All activities found in this factor

fall within Parker's nonwork obligations. Therefore, this discussion will focus on the nonwork half of Parker's paradigm (See Figure 8: An Adaptation of Parker's The Future of Work and Leisure).

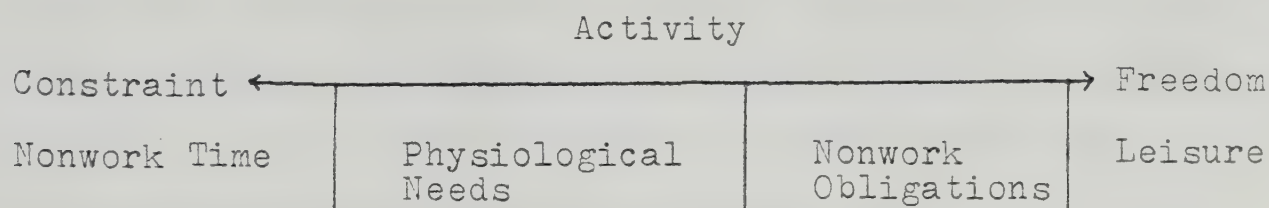


Figure 8: An Adaptation of Parker's The Future of Work and Leisure*

None of these nonwork obligations have been perceived as leisure but may fulfil some physiological and/or psychological need. All the activities within this factor fall into Parker's physiological needs or nonwork obligations. Respondents indicated that these activities were necessary.

Most activities found within this factor appear to fall along a continuum within the nonwork obligations category. Where they fall appears to be determined by the amount of constraint a participant may feel that the activity places upon her. For example, activities such

*From Stanley Parker, The Future of Work and Leisure, 1971, p. 28

as visiting family and friends may place more demands upon the respondents to do them than activities like walking, volunteer work and attending club meetings. Other activities such as meal preparation and housework may fall into the physiological needs. These activities may place the most constraint upon a participant to do them. However, none of the constraints present within this factor can be considered work obligations.

This factorial grouping raises a question about leisure as nonwork. The concept of nonwork only appears to be a concept of leisure when the participant has an active work role. Leisure as nonwork appears to be tied to the concept of work. The activities within this factor are not tied to the work role nor are they clearly leisure. It would appear that the concept of leisure as nonwork within retirement may be a misnomer.

2. Content Analysis of Own Definition of Leisure

Thirty percent of the respondents included the concept of nonwork as part of their leisure definition. While these results confirmed Factor III - leisure as nonwork, the majority of respondents defined leisure as time away from work and not as time away from nonwork obligations. The differences in focus upon the concept of nonwork appear to be tied to a lifecycle stage in which participants have lost their work role but still closely identify with their old role. For example, this definition,

"Time you aren't compelled to work for a salary or income" is tied to the old work role. None of the respondents of this study had a regular salary or income from employment. It would appear that pre-retirement attitudes or ideas about leisure still prevail in retirement. Another retiree stated that "If (you are) not working, then all your time is leisure. Leisure is the opposite of work." This is also a reflection of pre-retirement attitudes toward work.

However, not all respondents viewed leisure as nonwork in the traditional manner. Leisure appeared to take a more global and philosophical meaning in this next definition. "Leisure is after you have contributed to society." This statement may include work, family and social obligations as a means of contributing to society. In this sense, it too is nonwork.

Another respondent viewed leisure as work without pressure. Still another described it as "Being your own boss." The removal of work constraints and control by others appeared to be an important theme within respondents' definitions.

Finally, one respondent described leisure as "Time you have when not under obligation to do things, not really tied down to something." Although this respondent did not specify what she meant by obligation, it would appear that activities found in Factor III of the factor analysis would fall under her leisure definition. For

example, meal preparation, housework, visiting family and visiting friends are examples of obligations apart from the work role.

Retirement, with its loss of the work role, means the concept of nonwork has changed. However, most retirees still use its traditional meaning when defining leisure. They may still identify with their old work role and have not re-thought their leisure definition in light of their new retirement role.

CHAPTER VI

CONCLUSIONS

Within industrialized societies, leisure has come to be seen as nonwork or time not spent on the job. If one uses nonwork (employment) as a means of defining leisure, then leisure loses its meaning during retirement. However, findings from this study are that freedom rather than nonwork is the fundamental concept upon which definitions of leisure are based.

If the concept of freedom is used, then leisure may be defined during retirement and in other lifecycle stages.

Perception of freedom appears to be the central issue in determining leisure activity. Obligations, such as work, family and social, restrict the complete freedom of choice of activities to individuals. Therefore, it is freedom which should be used as a means of defining leisure throughout the lifecycle.

Work within the traditional view of leisure has been used as a time structuring device which divides time into work and nonwork time. Within the retirement stage, the use of nonwork time as a structuring device becomes irrelevant. All time during this lifecycle stage is non-work so that employment no longer structures time. Parker (1971) uses the term nonwork obligations with his nonwork time. These obligations during retirement almost

become the equivalent to work. Obligations rather than work are used by retirees to structure their time. This shift from work to obligations such as family and social is part of a reorganization of roles which occur after retirement. Retirees retain their family, social and leisure roles having lost their work role. Now their leisure role is determined by the amount of freedom they have from family and social role obligations.

In summary, leisure is a multidimensional concept which has freedom as its key fundamental concept. The nature of leisure is such that it appears to be highly personal and subjective. It can and does provide a source of intrinsic pleasure and self-worth to its participants. Nonwork as a concept of leisure is only an issue in that work restricts the freedom to do leisure activities. The concept of freedom in combination with leisure as a state of being and leisure as nonwork determines the individual's perception of activities as leisure.

CHAPTER VII

IMPLICATIONS

INTRODUCTION

The concept of freedom, not nonwork, is the most central concept of leisure for retirees in this study. This finding has several implications for leisure programmers and researchers. These implications will be discussed under Programming Implications and Future Research Implications.

PROGRAMMING IMPLICATIONS

How leisure participants define leisure has several implications for leisure practitioners. If the concept of freedom is considered to be the most important determinant of leisure, then leisure programs must be perceived to provide participants with an element of choice and freedom. However, two assumptions appear to influence and restrict leisure programming for retirees. The first assumption by leisure programmers is that seniors wish to do all their leisure activities between 10:00 a.m. and 3:00 p.m. Monday to Friday. The time of these scheduled activities appears to coincide more with the working hours of the leisure practitioner rather than to reflect the leisure needs of the seniors.

The second assumption of leisure programmers is that seniors wish to do all or most of their leisure

activities with other seniors. While there may be some basis for age related activities, seniors may also enjoy participating in at least some non age segregated activities. For example, movies and hobbies may be non age segregated activities. Seniors have many skills and interests which they could share with younger people.

The key to testing the validity of these assumptions about leisure programming for seniors, lies with the seniors themselves. Involvement of leisure participants in all stages of program planning and evaluation provides the programmer with a truer reflection of participants' needs. This involvement would permit participants greater freedom in determining timing, variety and location of activities. The participants themselves would determine which activities are leisure.

FUTURE RESEARCH IMPLICATIONS

Several questions arise from this study. While women retirees in this study indicated that freedom is the most important concept of leisure, further studies are needed to confirm this finding for other groups. No definition of leisure should be considered complete without examining the differences, if any, between men and women across several lifecycle stages.

It is important that future studies use more than one method to gather data and to analyze the data. The conclusions of this study were strengthened by the

support found in both the factor analysis and content analysis of the data. Factor analysis is a statistical procedure which reduces large volumes of data into common factors. It is not a conceptual statistical method. Content analysis, when used in conjunction with factor analysis, can be used as a conceptual validity check of the factor analysis findings.

A third issue arises in the definition of the term necessary. Some activities may be deemed necessary for subsistence (e.g. food, shelter and clothing), while others are necessary because of internally imposed obligations (e.g. mental health). Clarification of the term necessary will assist in determining the level of obligation attached to each activity by each respondent. There appears to be three levels of obligation. The first level of obligation is activities which are externally imposed and which permit the participant no choice. It was freedom from this level of obligation upon which this study focused the term necessity. However, necessity, which is internally imposed, applies to the second level of obligation. Activities are obligatory but the participant chooses to participate in them. The final level of obligation places no constraint upon the participant. Activities are freely chosen.

This study has begun to examine and clarify the concept of leisure. Further concept clarification and refinement of research procedures are two issues which

future leisure and family researchers should address.

TABLES

TABLE 1: INITIAL FACTOR ANALYSIS: 90 VARIABLES.

<u>ITEM</u>	<u>FACTOR LOADING</u>	<u>COMMUNALITY</u>
FACTOR I		
Reading 5	.616	.433
Reading 4	.590	.358
Reading 2	.563	.325
Visiting Family 5	.548	.317
Napping 5	.525	.296
Visiting Friends 5	.506	.299
Attending Movies 3	.495	.354
Watching TV 5	.480	.342
Watching TV 2	.451	.215
Attending Movies 5	.433	.291
Travelling 5	.427	.256
Attending Religious Services 5	.418	.199
Hobbies 5	.413	.191
Watching TV 4	.397	.164
Napping 4	.392	.167
Attending Club Meetings 5	.348	.128
Bingo 5	.329 ⁺	.111
Attending Sports Events 3	.327 ⁺	.177
Playing Sports 3	.289 ⁺	.112
Napping 3	-.237 ^{if}	.092
Walking 3	-.227 ^{if}	.054
Lawn 3	-.225 ⁺	.057
Choose	.202 ^{if}	.070
Volunteer Work 5 *	.169 ^{if}	.057
Reading 3	-.147 ^{if}	.025
Napping 2	.139 ^{if}	.025
Bingo 2	.134 ⁺	.023
Bingo 4	.122 ⁺	.030
Watching TV 3	-.133 ^{if}	.021

Table 1: Initial Factor Analysis: 90 Variables(cont'd)

<u>ITEM</u>	<u>FACTOR LOADING</u>	<u>COMMUNALITY</u>
FACTOR II		
Travelling 4	.596	.380
Travelling 2	.589	.377
Attending Club Meetings 4	.493	.308
Shopping 2	.437	.254
Walking 2	.418	.182
Attending Movies 4	.415	.183
Attending Club Meetings 2	.404	.195
Playing Sports 2*	.404 ⁺	.359
Playing Sports 4*	.399 ⁺	.357
Visiting Friends 4	.398	.201
Meal Preparation 4	.394	.165
Shopping 4	.390	.163
Visiting Friends 2	.386	.215
Attending Movies 2	.384	.156
Meal Preparation 2	.380	.159
Walking 5	.379	.299
Lawn 2	.357 ⁺	.141
Housework 4	.348	.191
Walking 4	.319	.108
Shopping 5	.293 ^{##}	.170
Housework 2	.273 ^{##}	.079
Professional Services 5	.253 ^{##}	.096
Lawn 4	.253 ⁺	.098
Professional Services 4	.245 ^{##}	.106
Professional Services 2	.214 ^{##}	.064
Lawn 5	.196 ⁺	.062
Driving 3	-.185 ⁺	.051
Housework 5	.162 ^{##}	.055
Volunteer Work 5*	.162 ^{##}	.057
Hobbies 2	.089 ^{##}	.013
Most Activities Were	.082 ^{##}	.007

Table 1: Initial Factor Analysis: 90 Variables (cont'd)

<u>ITEM</u>	<u>FACTOR LOADING</u>	<u>COMMUNALITY</u>
FACTOR III		
Playing Sports 5	.543 ⁺	.377
Attending Sports 5	.452 ⁺	.272
Playing Sports 2*	.403 ⁺	.359
Playing Sports 4*	.400 ⁺	.357
Bingo 3	.393 ⁺	.191
Volunteer Work 4	-.392	.266
Driving 5	.389 ⁺	.193
Visiting Friends 3	.380	.155
Housework 3	.370	.153
Visiting Family 3	.363	.178
Attending Sports 2	.351 ⁺	.127
Travelling 3	.348	.168
Volunteer Work 2	-.334	.229
Hobbies 3	.325	.238
Meal Preparation 3	.316	.113
Attending Sports 4	.310 ⁺	.107
Visiting Family 4	-.308	.182
Meal Preparation 5	.306	.187
Volunteer Work 3*	.306	→ .129
Employment 3	.304 ⁺	.095
Attending Religious Services 3	.303	.160
Driving 2	.289 ⁺	.099
Driving 4	.282 ⁺	.081
Visiting Family 2	-.273 ^{if}	.095
Attending Religious Service 4	-.269 ^{if}	.115
Attending Religious Service 2	-.269 ^{if}	.119
Employment 2	.265 ⁺	.092
Professional Services 3	.240 ^{if}	.129
Attending Club Meetings 3	.225 ^{if}	.131
Shopping 3	.203 ^{if}	.055
Employment 4	.176 ⁺	.039
Employment 5	.168 ⁺	.059
Hobbies 4	-.154 ^{if}	.039

Table 1: Initial Factor Analysis: 90 Variables (cont'd)

Note:

All 2's signify 5-point Likert Scale volunteer-compulsory
All 3's signify 5-point Likert Scale necessary-unnecessary
All 4's signify 5-point Likert Scale enjoyable-unenjoyable
All 5's signify is this activity leisure?

* Loaded equally on two factors

Deleted due to having a factor loading of $> .30$.

+ Deleted due to having 30 or more missing responses.

TABLE 2

FREQUENCIES:

AMOUNT OF INVOLVEMENT IN ACTIVITIES

n=80

VARIABLE	DAILY	THREE TIMES WEEKLY	WEEKLY	MONTHLY	SEVERAL TIMES PER YEAR	YEARLY	LAST THREE YEARS	NEVER
1. Shopping	7.5%	41.2%	36.2%	15.0%	0.0%	0.0%	0.0%	0.0%
2. Visiting Family	1.2	10.0	31.3	22.5	16.2	11.2	2.5	5.0
3. Visiting Friends	11.2	13.7	30.0	25.0	13.7	2.5	0.0	3.7
4. Volunteer Work	6.3	11.2	27.5	12.5	3.7	0.1	7.5	31.3
5. Employment	1.2	5.0	6.3	2.5	2.5	1.2	3.7	77.5
6. Travelling	0.0	0.0	1.2	1.2	31.3	45.0	13.7	7.5
7. Bingo	0.0	2.5	23.7	16.2	11.2	1.2	1.2	43.8
8. Playing Sports	0.0	5.0	13.7	3.7	0.0	2.5	8.7	66.2
9. Attending Sports	1.2	0.0	1.2	1.2	2.5	5.0	3.7	85.0
10. Attending Club Meetings	0.0	1.2	18.8	38.7	6.3	1.2	3.7	30.0
11. Attending Religious Services	1.2	2.5	41.2	11.2	10.0	8.7	1.2	23.7
12. Professional Services	0.0	0.0	2.5	17.5	23.7	50.0	5.0	1.2
13. Attending Movies	0.0	1.2	3.7	27.5	27.5	15.0	6.3	18.8
14. Hobbies	25.0	23.7	21.2	8.7	1.2	1.2	2.5	16.2
15. Napping	36.2	12.5	18.8	3.7	3.7	1.2	0.0	23.7
16. Walking	40.0	16.2	18.8	5.0	3.7	1.2	1.2	13.7
17. Lawn	20.0	13.7	7.5	3.7	1.2	0.0	0.0	53.7
18. Meals	96.2	3.7	0.0	0.0	0.0	0.0	0.0	0.0
19. Housework	65.0	10.0	21.2	3.7	0.0	0.0	0.0	0.0
20. Driving	16.2	11.2	7.5	1.2	1.2	1.2	0.0	61.2
21. Watching TV	83.7	11.2	1.2	2.5	1.2	0.0	0.0	0.0
22. Reading	90.0	7.5	2.5	0.0	0.0	0.0	0.0	0.0

TABLE 3
WOMEN RETIREES' CONCEPTS OF LEISURE

<u>ITEM</u>	<u>FACTOR LOADING</u>	<u>COMMUNALITY</u>
FACTOR I - LEISURE AS FREEDOM		
Reading 5	.671	.464
Watching TV 5	.559	.384
Visiting Family 5	.574	.331
Reading 2	.555	.334
Visiting Friends 5	.547	.336
Reading 4	.535	.360
Going to Movies 5	.492	.398
Resting or Napping 5	.494	.256
Watching TV 2	.474	.243
Travelling 5	.457	.283
Attending Religious Services 5	.451	.204
Hobbies 5	.409	.180
Watching TV 4	.397	.210
Resting or Napping 4	.390	.162
Going to Movies 3	-.386	.193
Meal Preparation 5	.290	.115
Attending Clubs 5	.288	.107
Meal Preparation 2	.194	.085
FACTOR II - LEISURE AS A STATE OF BEING		
Travelling 2	.724	.539
Travelling 4	.668	.467
Attending Movies 2	.600	.374
Attending Movies 4	.579	.349
Meal Preparation 4	.449	.214
Shopping 2	.445	.207
Shopping 4	.412	.180
Walking 5	.410	.309
Travelling 3	.253	.104

Table 3: Women Retirees' Concepts of Leisure (cont'd)

ITEM	FACTOR	
	LOADING	COMMUNALITY
FACTOR II - LEISURE AS A STATE OF BEING		
Attending Religious Services 3	.235	.060
Walking 4	.223	.102
FACTOR III - LEISURE AS NON-WORK		
Volunteer Work 2	.707	.357
Volunteer Work 4	.586	.501
Attending Clubs 4	.418	.262
Housework 3	.407	.180
Visiting Friends 3	-.403	.211
Visiting Friends 4	.347	.204
Visiting Family 4	.395	.185
Visiting Friends 2	.356	.247
Visiting Family 3	.344	.231
Attending Clubs 2	.341	.188
Walking 2	.335	.188
Volunteer Work 3	.315	.133
Housework 4	.268	.179
Meal Preparation 3	-.240	.060
Hobbies 3	-.202	.116

Note:

All 2's signify 5-point Likert Scale of voluntary-compulsory

All 3's signify 5-point Likert Scale of necessary-unnecessary

All 4's signify 5-point Likert Scale of enjoyable-unenjoyable

All 5's signify whether activity is leisure.

TABLE 4FREQUENCIES: IS THIS ACTIVITY LEISURE?

<u>VARIABLE</u>	<u>YES</u>	<u>NO</u>	<u>TOTAL RESPONSES</u>
Shopping 5	26.2%	73.7%	80
Visiting Family 5	63.7	36.2	80
Visiting Friends 5	70.7	30.3	80
Volunteer Work 5	36.2	63.7	80
Employment 5	3.7	96.2	80
Travelling 5	73.7	26.2	80
Bingo 5	38.7	61.2	80
Playing Sports 5	32.5	67.5	80
Attending Sports 5	15.0	85.0	80
Attending Club Meetings 5	21.2	78.7	80
Attending Religious Services 5	32.5	67.5	80
Professional Services 5	3.7	96.2	80
Attending Movies 5	62.5	37.5	80
Hobbies 5	68.8	31.3	80
Napping 5	42.5	57.5	80
Walking 5	62.5	37.5	80
Lawn 5	23.7	76.2	80
Meal Preparation 5	13.7	86.2	80
Housework 5	6.3	93.8	80
Driving 5	17.5	82.5	80
Watching TV 5	75.0	25.0	80
Reading 5	83.7	16.2	80

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APPENDIX A

Letter from the Society for the Retired and Semi-Retired
to sample members

SOCIETY FOR THE RETIRED AND SEMI-RETIRED

10004 - 105 STREET, • EDMONTON, ALBERTA, T5J 1C3 • 429-5511 - 424-4721

20 May 1980

Dear Member:

Dr. Norah Keating of the University of Alberta's Faculty of Home Economics, and Joyce Spiller, a graduate student in the same department, have asked the Society for the Retired and Semi-Retired to assist them in a study on work careers and retirement activities of women by providing them with the names and phone numbers of members who will share their ideas about retirement. I have taken the liberty of passing your name along to them in the hope that you can find time to share your thoughts on this subject with them. Either Norah or Joyce will be calling you in the near future to see if they can arrange an interview with you.

While your participation in this project would be of great value, you are, of course, under no obligation to contribute your time.

Thank you.

Sincerely,

Katherine Ezekiel
Coordinator
Retirement Registry

APPENDIX E

PROJECT LETTER AND MAIL-OUT QUESTIONNAIRE



403 • 432 • 3824

FACULTY OF HOME ECONOMICS

THE UNIVERSITY OF ALBERTA • EDMONTON, CANADA • T6G 2M8

As you know, we are conducting a study on work careers and retirement activities of women. We are interested in the kinds of jobs held in the past by women who are now retired, why they stayed in or left those jobs, and what they are doing now that they are retired.

Our study has two parts, the enclosed questionnaire and a later interview during which we would like to talk to you about work and retirement. The questionnaire has two sections.

First, we would like you to complete the work career form. Although for some people this is a big task, we would like to know all jobs you have held since you were 18 years old. Please answer as completely as your memory and patience will allow! We have included space for up to 10 jobs. If you have held more jobs than that, please use a blank sheet of paper to complete the list. If you interrupted work at a job for a period of time and then returned to it, please mark your return on a new job section.

Second, we would like you to complete the retirement activities form. Included in this form are questions about the kinds of activities you do now and how you feel about them.

We will be calling you in a few days to set up a time when we might talk to you in person about some of these issues.

Thank you for agreeing to take part in this study and for giving so generously of your time and effort.

Sincerely, _____

Norah Keating, Assistant Professor
Joyce Spiller, Graduate Student
Family Studies Division
Faculty of Home Economics
University of Alberta

Work Career Form

We would like to know as accurately as possible all of the paid jobs that you have had. Please answer the following questions for each job beginning with the first paid job you held after you were 18. We would like you to complete the following questions for each job you have held.

Job Number: _____

1. What was the name of the company or organization for whom you worked?

2. What was the title of your job?
(e.g. secretary, sales clerk)

3. What were your duties?
(e.g. typing, filing, answering telephones. Please be as specific as possible.)

4. How old were you when you got this job?

_____ years old

5. How did you get the job?

6. Was it full time or part time? Please check one.

(a) full time _____

(b) part time _____

7. How old were you when you left the job?

_____ years old

8. Why did you leave?

Retirement Activity Form

On the following form, we would like you to indicate how often you do each activity listed below. First, read the activity and decide how often you do it. Find the response number which best describes how often you do the activity and place this under the "HOW OFTEN" column. e.g. If you shop daily, look at "how often you do it" to find "DAILY". 8 is the response number. Place the number 8 under "HOW OFTEN" (see below).

<u>ACTIVITY</u>	<u>HOW OFTEN</u>
e.g. Shopping (all kinds)	8
1. Shopping (all kinds)	_____
2. Visiting with family	_____
3. Visiting with friends and acquaintances	_____
4. Volunteer work (unpaid)	_____
5. Employment (paid)	_____
6. Travelling	_____
7. Playing bingo or card games	_____
8. Participating in sports (e.g. golf, fishing, bowling, curling, etc.)	_____
9. Attending sports events (e.g. hockey, football, etc.)	_____
10. Attending club meetings and organizations	_____
11. Attending religious services	_____
12. Obtaining professional services (doctors, dentists, lawyers, etc.)	_____
13. Attending movies, theater, concerts, museums	_____
14. Hobbies - crafts, art, music, writing, etc.	_____
15. Resting - napping, or "just sitting"	_____
16. Walking, strolling for pleasure	_____
17. Working on lawn, garden, or exterior of home	_____
18. Meal preparation	_____
19. Housework	_____
20. Driving a car	_____
21. Watching T.V. or listening to radio	_____
22. Reading - books, newspapers, magazines	_____

How Often Do You Do The Activity

- 8 - DAILY (5-7 times weekly)
- 7 - THREE OR FOUR TIMES PER WEEK
- 6 - WEEKLY (once or twice per week)
- 5 - MONTHLY (once or twice per month)
- 4 - SEVERAL TIMES PER YEAR
- 3 - YEARLY (once or twice per year)
- 2 - WITHIN LAST 3 YEARS
- 1 - LESS OR NEVER

Now, we would like to determine some of the reasons why you do the activities you have listed on the Retirement Activity Form. Please answer for all activities you do yearly or more often. Please remember that there are no right or wrong answers to this section.

For each activity listed we would like you to make 3 choices: whether it is voluntary or compulsory, necessary or unnecessary, enjoyable or unenjoyable. Please place an X on the blank which most clearly shows your reason for doing that activity for each of the three questions. For example, you may feel that as a rule shopping is for you mostly a voluntary activity. In response to this first question, you would place your X near to the voluntary end of the scale. Your response to the second section may be that shopping is completely necessary. You would put your X next to necessary on the scale. Shopping may be equally enjoyable and unenjoyable to you. You would then respond to the third question by putting your X in the centre of the scale. (see below)

EXAMPLE

SHOPPING

a) Do you consider this activity to be:

voluntary _____ : X : _____ : _____ : _____ compulsory

b) In order to meet your daily living requirements is this activity:

necessary X : _____ : _____ : _____ : _____ unnecessary

c) Do you feel that this activity is:

enjoyable _____ : _____ : X : _____ : _____ unenjoyable

1. SHOPPING

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

2. VISITING WITH FAMILY

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

3. VISITING WITH FRIENDS AND ACQUAINTANCES

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

4. VOLUNTEER WORK (UNPAID)

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

5. EMPLOYMENT (PAID)

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

6. TRAVELLING

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

7. PLAYING BINGO OR CARD GAMES

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

8. PARTICIPATING IN SPORTS (e.g. golf, fishing, bowling
curling, etc.)

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is
this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

9. ATTENDING SPORTS EVENTS (e.g. hockey, football, etc.)

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is
this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

10. ATTENDING CLUB MEETINGS AND ORGANIZATIONS

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is
this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

11. ATTENDING RELIGIOUS SERVICES

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

12. OBTAINING PROFESSIONAL SERVICES (doctors, dentists, lawyers, etc.)

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

13. ATTENDING MOVIES, THEATRE, CONCERTS, MUSEUMS

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

14. HOBBIES (e.g. crafts, art, music, writing, etc.)

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

15. RESTING - NAPPING OR "JUST SITTING"

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

16. WALKING, STROLLING FOR PLEASURE

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

17. WORKING ON LAWN, GARDEN OR EXTERIOR OF HOME

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

18. MEAL PREPARATION

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

19. HOUSEWORK

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

20. DRIVING A CAR

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

21. WATCHING T.V. OR LISTENING TO RADIO

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

22. READING - BOOKS, NEWSPAPERS, MAGAZINES

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

APPENDIX C
IN-HOME INTERVIEW

WORK CAREER AND RETIREMENT

1. Date of birth _____

2. Marital status

- 1) married
- 2) single (never married)
- 3) divorced
- 4) widowed

3. (If 1, 2, or 4 above)

When were you

- 1) married _____
- 2) divorced _____
- 3) widowed _____
- 4) remarried _____

(exact date
of each)

4. Are you retired from full time employment?

- 1) Yes
- 2) No

Comments _____

5. (If yes) Would you say you

- 1) chose to retire
- 2) had to retire

Comments _____

6. If yes to #4, when did you retire?

Date _____

7. (If married) Is your husband retired?

- 1) Yes
- 2) No
- 3) Semi-retired
(If retired) what was the date of his
retirement? _____

8. What was the major reason for your retirement?

- 1) retirement was compulsory
- 2) health
- 3) husband's retirement
- 4) wanted to do other things
- 5) couldn't find work
- 6) other _____

9. Some people say that it is harder for men to retire than women because men are more attached to their jobs. What has been your experience?

- 1) agree retirement is harder for men
- 2) disagree
- 3) don't know
- Comments _____

10. What is the highest level of education you have completed? Check all that apply

- 1) elementary school
- 2) some high school
- 3) high school
- 4) career training
- 5) some university
- 6) university degree

11. (If married, divorced, widowed) How many children do you have _____

If respondent has no children, go to Question #15.

12. (If respondent has children) Please tell me the age, sex, and marital status of each of your children.

Age	Sex	Marital status
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

13. (If respondent has children) When did your first child leave home?

_____ (year)

14. (If respondent has children) When did your last child leave home?

_____ (year)

15. How long have you lived in _____ (name of town)?

_____ years

16. How long have you lived in your present home?

_____ years

17. (Interviewer: indicate type of home)

1) single family

2) condominium

3) apartment

4) retirement community

5) other _____

As you know, one of the main purposes of this study is to find out some things about your past work experiences.

(Ask to see respondents work career form and offer help with questions or concerns).

18. a) What was your most satisfying job?

b) Why do you think so? _____

19. a) What was your least satisfying job?

b) Why do you think so? _____

20. If you could choose what one of the following to do tomorrow would you
- a) work at your old job
 - b) work at a new job
 - c) take part in your favourite non-work activity
 - d) relax and do nothing

(Interviewer: If there were periods of time when the respondent did not work, probe for reasons such as life cycle stage, economic conditions, etc.)

21. a) Would you say that leaving your last job was different than leaving any of your previous jobs?
- 1) Yes
 - 2) No
- b) (If yes) In what way? _____

22. What did you like most about working?

23. What did you like least about working?

24. What do you like most about retirement?

25. What do you like least about retirement?

26. How much would you say you miss work?

1	2	3	4	5
terribly				not at all

27. On your most recent job would you say

- 1) most of your friends were firends from your work
- 2) most of your friends were from outside of your work
- 3) you had about equal numbers of friends from your work and elsewhere

28. There has been much discussion recently about leisure in our society. Could you tell me how you define leisure? _____

29. One of the things we asked you to do before this interview was to fill out a retirement activities form. I would like you to go back through that form and indicate which of those activities you consider to be leisure activities.

(Ask respondent to check those activities she thinks are leisure)

30. When you were working at your most recent job would you say that most of your leisure activities

- 1) were work related (i.e. socializing with co-workers, playing in work organized curling league, etc.)
- 2) were not work related
- 3) were about equally spent between work and non-work related activities.

There has been much recent discussion in the popular press about income and retirement. We would like to know some things about your financial situations

31. What is your present yearly family income (self and spouse)

- 1) under \$10,000
- 2) 10,000 to 14,999
- 3) 15,000 to 19,999
- 4) 20,000 to 24,999
- 5) 25,000 to 29,999
- 6) 30,000 to 34,999
- 7) 35,000 to 39,999
- 8) over 40,000

32. What are your present sources of income? (self and spouse)

(Check all that apply)

- 1) Private pension _____
- 2) RRSP's _____
- 3) Old Age Security _____
- 4) Canada Pension _____
- 5) Savings _____
- 6) Investments _____
- 7) Paid employment _____
- 8) Other _____

33. From which one of those sources do you get the largest proportion of your income? (self and spouse)

- 1) Private pensions _____
- 2) RRSP's _____
- 3) Old Age Security _____
- 4) Canada Pension _____
- 5) Savings _____
- 6) Investments _____
- 7) Paid employment _____
- 8) Other _____

34. a) Is your present income adequate to do the kinds

of things you would like to do?

1) Yes _____

2) No _____

Comments _____

Now I would like to know some things about your health.

35. In general would you say that your health is

1) very good

2) good

3) average

4) fair

5) poor

36. Would you say that your health is better or worse than the health of other people your age? (Just your opinion)

1) better

2) about the same

3) worse

37. a) In the past few years are there any activities you have had to reduce or give up because of your health?

1) Yes _____

2) No _____

b) (If yes) What are they? _____

Now I would like to talk to you about the people in your life.

(Ask of those who have children):

38. How many of your children live within a one hour drive of your home? _____

39. How many relatives do you have within a one hour drive of your home? _____
40. How many close friends do you have in this area? _____
(Let respondent determine area)
41. How many of your neighbours do you know? _____
42. How many clubs and organizations do you belong to?

43. How many people other than members of your household would you say you talk to on an average day? _____
44. Please tell me approximately how many visits or phone conversations you have per month with
- 1) relatives _____
 - 2) friends _____
 - 3) neighbours _____
 - 4) your children _____

We would like to know something about the relative importance of various people in your life and activities in which you are involved. We would also like to know about the opportunities you have to see people and be involved in activities. For example, it might be very important to you to see your children, but you have little opportunity to see them because they live in Halifax.

I am going to give you two checklists. On the first checklist I would like you to indicate how much opportunity you now have to engage in each of the activities.

On the second list I would like you to indicate how important it is to you now to engage in the same activities.

CHECKLIST 1

Please circle the number opposite each statement that best describes your present situation.

How much opportunity do you have now:

	Unlimited Opportunity	A Great Deal of Opportunity	Some Opportunity	Little Opportunity	No Opportunity
1) To see your children?					
2) To see other relatives?					
3) To see your friends?					
4) To make new friends?					
5) To see former workmates?					
6) To belong to clubs?					
7) To develop new hobbies?					
8) To go to church?					

CHECKLIST 2

Please circle the number opposite each statement that best describes your feelings now.

How important is it to you now?

	Extremely Important	Very Important	Somewhat Important	Of Little Importance	Not Important At All
1) To see your children?					
2) To see other relatives?					
3) To see your friends?					
4) To make new friends?					
5) To see former workmates?					
6) To belong to clubs?					
7) To develop new hobbies?					
8) To go to church?					

45. Did you mark any categories where you do not presently have as much opportunity as you would like to do things or see people that you are important to you?

- 1) Yes _____ (If yes, what prevents you from being involved?)
 2) No _____

46. The following is a list of ongoing situations in which most women find themselves. Please order these from 1 (most important) to 6 (least important) according to how you feel about them in your life. Please leave blank only those in which you have never been involved (i.e. wife for single women).

1) wife	_____	Comments: _____
2) mother	_____	_____
3) worker	_____	_____
4) homemaker	_____	_____
5) friend	_____	_____
6) leisure participant	_____	_____

Finally,

We would like to know something of your present feelings toward life in general. After each of the following statement, please check the column that is closest to your feelings.

	AGREE	DISAGREE
1. As I grow older, things seem better than I thought they would be.		
2. I have gotten more of the breaks in life than most of the people I know.		
3. This is the most unpleasant time of my life.		
4. I am just as happy as when I was younger.		
5. My life could be happier than it is now.		
6. These are the best years of my life.		
7. Most of the things I do are boring or monotonous.		
8. I expect some interesting and pleasant things to happen to me in the future.		
9. The things I do are as interesting to me as they ever were.		

AGREE DISAGREE

10. I feel old and somewhat tired.		
11. I feel my age, but it does not bother me.		
12. As I look back on my life, I am fairly satisfied.		
13. I would not change my past life even if I coul.		
14. Compared to other people my age, I've made a lot of foolish decisions in my life.		
15. Compared to other people my age, I've done alright.		
16. I have made plans for things I'll be doing a month or a year from now.		
17. When I think back over my life, I didn't get most of the important things I wanted.		
18. Compared to other people, I get down in the dumps too often.		
19. I've gotten pretty much what I expected out of life.		
20. In spite of what people say, the lot of the average man is getting worse, not better.		

28. There has been much discussion recently about leisure in our society. Could you tell me how you define leisure? _____

29. One of the things we asked you to do before this interview was to fill out a retirement activities form. I would like you to go back through that form and indicate which of those activities you consider to be leisure activities.

(Ask respondent to check those activities she thinks are leisure)

APPENDIX D
THESIS QUESTIONS

Retirement Activity Form

On the following form, we would like you to indicate how often you do each activity listed below. First, read the activity and decide how often you do it. Find the response number which best describes how often you do the activity and place this under the "HOW OFTEN" column. e.g. If you shop daily, look at "how often you do it" to find "DAILY". 8 is the response number. Place the number 8 under "HOW OFTEN" (see below).

<u>ACTIVITY</u>	<u>HOW OFTEN</u>
e.g. Shopping (all kinds)	8
1. Shopping (all kinds)	_____
2. Visiting with family	_____
3. Visiting with friends and acquaintances	_____
4. Volunteer work (unpaid)	_____
5. Employment (paid)	_____
6. Travelling	_____
7. Playing bingo or card games	_____
8. Participating in sports (e.g. golf, fishing, bowling, curling, etc.)	_____
9. Attending sports events (e.g. hockey, football, etc.)	_____
10. Attending club meetings and organizations	_____
11. Attending religious services	_____
12. Obtaining professional services (doctors, dentists, lawyers, etc.)	_____
13. Attending movies, theater, concerts, museums	_____
14. Hobbies - crafts, art, music, writing, etc.	_____
15. Resting - napping, or "just sitting"	_____
16. Walking, strolling for pleasure	_____
17. Working on lawn, garden, or exterior of home	_____
18. Meal preparation	_____
19. Housework	_____
20. Driving a car	_____
21. Watching T.V. or listening to radio	_____
22. Reading - books, newspapers, magazines	_____

How Often Do You Do The Activity

- 8 - DAILY (5-7 times weekly)
- 7 - THREE OR FOUR TIMES PER WEEK
- 6 - WEEKLY (once or twice per week)
- 5 - MONTHLY (once or twice per month)
- 4 - SEVERAL TIMES PER YEAR
- 3 - YEARLY (once or twice per year)
- 2 - WITHIN LAST 3 YEARS
- 1 - LESS OR NEVER

Now, we would like to determine some of the reasons why you do the activities you have listed on the Retirement Activity Form. Please answer for all activities you do yearly or more often. Please remember that there are no right or wrong answers to this section.

For each activity listed we would like you to make 3 choices: whether it is voluntary or compulsory, necessary or unnecessary, enjoyable or unenjoyable. Please place an X on the blank which most clearly shows your reason for doing that activity for each of the three questions. For example, you may feel that as a rule shopping is for you mostly a voluntary activity. In response to this first question, you would place your X near to the voluntary end of the scale. Your response to the second section may be that shopping is completely necessary. You would put your X next to necessary on the scale. Shopping may be equally enjoyable and unenjoyable to you. You would then respond to the third question by putting your X in the centre of the scale. (see below)

EXAMPLE

SHOPPING

a) Do you consider this activity to be:

voluntary _____ : X : _____ : _____ : _____ compulsory

b) In order to meet your daily living requirements is this activity:

necessary X : _____ : _____ : _____ : _____ unnecessary

c) Do you feel that this activity is:

enjoyable _____ : _____ : X : _____ : _____ unenjoyable

1. SHOPPING

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

2. VISITING WITH FAMILY

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

3. VISITING WITH FRIENDS AND ACQUAINTANCES

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

4. VOLUNTEER WORK (UNPAID)

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

5. EMPLOYMENT (PAID)

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

6. TRAVELLING

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

7. PLAYING BINGO OR CARD GAMES

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

8. PARTICIPATING IN SPORTS (e.g. golf, fishing, bowling
curling, etc.)

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is
this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

9. ATTENDING SPORTS EVENTS (e.g. hockey, football, etc.)

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is
this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

10. ATTENDING CLUB MEETINGS AND ORGANIZATIONS

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is
this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

11. ATTENDING RELIGIOUS SERVICES

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

12. OBTAINING PROFESSIONAL SERVICES (doctors, dentists, lawyers, etc.)

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

13. ATTENDING MOVIES, THEATRE, CONCERTS, MUSEUMS

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

14. HOBBIES (e.g. crafts, art, music, writing, etc.)

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

15. RISTING - NAPPING OR "JUST SITTING"

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

16. WALKING, STROLLING FOR PLEASURE

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

17. WORKING ON LAWN, GARDEN OR EXTERIOR OF HOME

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

18. MEAL PREPARATION

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

19. HOUSEWORK

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

20. DRIVING A CAR

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

21. WATCHING T.V. OR LISTENING TO RADIO

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

22. READING - BOOKS, NEWSPAPERS, MAGAZINES

a) Do you consider this activity to be:

voluntary ____ : ____ : ____ : ____ : ____ compulsory

b) In order to meet your daily living requirements is this activity:

necessary ____ : ____ : ____ : ____ : ____ unnecessary

c) Do you feel that this activity is:

enjoyable ____ : ____ : ____ : ____ : ____ unenjoyable

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